Now it's easy to teach your special students—including your nonreaders—the basics of good nutrition and meal preparation!

Choosing and Preparing Foods

Basic Nutrition and Food Preparation for Special Students

by Jean Bunnell; illustrated by Lafe Locke

Sixteen clearly outlined lessons in this reproducible book include recipes, activities, specific objectives, and materials lists to save you hours of preparation. Alternative activities and teaching strategies help you tailor the program to your students' needs and your own resources.

This revised edition has been expanded to incorporate current nutrition guidelines in the Food Pyramid. The model gives students an easily understood visual aid to healthy food selection. Picture versions of recipes and worksheets give both your readers and nonreaders the chance to succeed. You'll find this an ideal resource for your inclusive cooking classes.

The 16 lesson units give you

- teacher-directed demonstrations
- hands-on learning activities
- tasting and comparison lessons
- a card game and a board game
- 20 easy-to-follow illustrated recipes
- student activity sheets

This is just the resource you need to help bring the goals of independent living and healthy eating within your students' reach.

NOTE: This book formerly was titled *Basic Cooking and Nutrition for Special Students.*

J. WESTON WALCH PUBLISHER

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PORTLAND, MAINE

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to
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Introduction

To live, it is necessary to eat. And for people to live independently, they need to know how to prepare well-balanced meals for themselves.

This unit of study is designed to introduce students to the basics of good nutrition. A wide variety of easy and inexpensive recipes are included to provide your students with practical experience in the kitchen. The Food Pyramid provides an easily understood visual aid to healthy food selection.

Some lessons include "demonstration" recipes in which you show how to prepare a food as your students each prepare their own individual servings. This book also includes a recipe section. Recipes are written with clear step-by-step directions and accompanying illustrations. These recipes can be reproduced for the students, who can use them to make their own recipe booklets.

Activities in this unit are divided into 16 lessons. Specific objectives are listed for each lesson, and a variety of activities are suggested. You can choose which activity or activities you wish to do with your class. If desired, you can extend a lesson for more than one period so that more of the activities can be completed.

Games and worksheets are also part of this unit, providing reinforcement learning activities. The many illustrations make the materials useful with nonreaders as well as more able students.

Index of Recipes

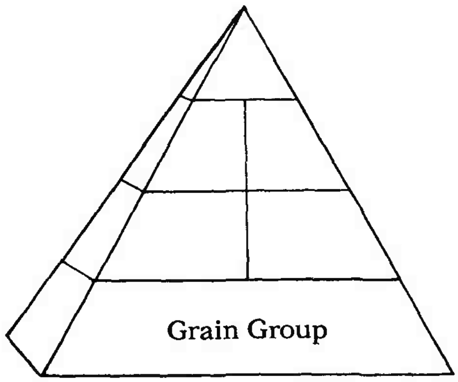
Teacher's Guide

LESSON I—Grains

Objectives:

1. List foods that are grains.
2. Prepare some foods that include grain products.
3. Compare different kinds of pasta.
4. Locate recipes using grain products.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***List Foods from Grain Group*** "On a piece of paper, list what you ate last night for dinner (or supper) and what you ate this morning." ■ Ask students to read their lists. As each one mentions a food from the grain group, write that food on the chalkboard. ■ List may include some of the following: roll, bran cereal, toast, spaghetti, rice, macaroni, bun (with hamburger), bread (from sandwich). "During the next few weeks, we are going to talk about the foods our bodies need to be healthy. This pyramid is divided into 6 sections. The base is the largest section—and that is the section we will label "Grain Group." (Write "Grain Group" in base of the pyramid.) "Breads, cereals, rice, and macaroni products are in this group." It is recommended that we eat 6 to 11 servings from this group each day.	Paper Pencils Chalkboard Chalk Food Pyramid on page 41 On the chalkboard, draw a pyramid. Divide it into 6 sections, as shown. Write a title: "Food Pyramid." In the bottom section, write "Grain Group." **Food Pyramid** 
2. ***Make a Pocket Sandwich*** ■ Open pocket. ■ Use a knife to spread mayonnaise on inside of the pocket. ■ Slice the tomato. Put the tomato slices in the pocket. ■ Slice the green pepper. Add the green pepper to the pocket. ■ Add sprouts to the pocket sandwich.	***For each student:*** $\frac{1}{2}$ pita (white or whole grain) $\frac{1}{2}$ teaspoon mayonnaise $\frac{1}{2}$ tomato (washed and stemmed) $\frac{1}{4}$ small green pepper (washed, stemmed, and seeded) $\frac{1}{4}$ ounce alfalfa sprouts Spreading knife Cutting board Paring knife

3. ***Make Macaroni Salad*** ■ Combine $^3/_4$ teaspoon lemon juice, 1 teaspoon vinegar, and $^1/_2$ teaspoon salad oil in sauce dish. Mix well. ■ Put cold cooked macaroni in mixing bowl. Pour lemon juice/vinegar/salad oil mixture over macaroni and mix. ■ Chop celery, red pepper, parsley, and pickle slices. Add to bowl. ■ Add yogurt. ■ Sprinkle with black pepper. ■ Mix gently. ■ Put lettuce leaf on plate. ■ Spoon macaroni salad onto lettuce leaf.	***For each student:*** $^3/_4$ teaspoon lemon juice 1 teaspoon vinegar $^1/_2$ teaspoon salad oil $^1/_3$ cup cooked elbow macaroni, chilled $^1/_2$ stalk celery (washed and trimmed) $^1/_8$ red pepper (washed, stemmed, and seeded) 2 sprigs fresh parsley 3–4 sweet pickle slices 2 teaspoons yogurt Black pepper Lettuce leaf Small mixing bowl Sauce dish Measuring spoons Measuring cup Mixing spoon Paring knife Cutting board Salad plate Fork
4. ***Design a Pasta Poster*** Students will make a poster showing the variety of pasta shapes. Students can work individually or in pairs. Collect as many different pasta shapes as possible. Have students: ■ Arrange the pasta attractively on the poster board. ■ Glue the pasta in place.	Poster board (9" × 12") Glue Variety of pasta shapes
5. ***Find Recipes for Grains*** "We've been talking about grains. What are some of the grains we've talked about?" (rice, wheat, cornmeal, rye flour, etc.) "Let's look through some cookbooks to see what different recipes we can find that use grains." ■ Give a different cookbook to each student or pair of students. Show the students how to look in the table of contents and index to find recipes for the different grains. ■ As students find recipes, put the recipe names on the chalkboard with the name of the grain used.	Variety of recipe books Chalkboard Chalk

LESSON II—Grain Recipes

Objectives:

1. Prepare a dish with grain products.
2. Identify commonly used kitchen utensils.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make Spanish Rice*** This recipe can be made by the whole group working together, by small groups of students, or by students working individually. If students are working in small groups, have students sit with their partner(s). Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about what utensils will be used. Demonstrate any that may be new. Read through the directions. Be sure students understand each step. If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing. Cook. Taste. Clean up.	Copies of the recipe on page 112 Ingredients listed in the recipe Utensils listed in the recipe Stove Plate and fork for each student
2. ***Make Corn Muffins*** Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about the utensils that will be used. Demonstrate any that may be new. Students can work in groups of 2 to 4. Divide students into their groups. Read through the directions with students. If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing. Cook. Taste. Clean up.	Copies of the recipe on page 75 Ingredients listed in the recipe Utensils listed in the recipe Oven Butter or jelly (if desired)

3. ***Identify the Utensils*** "Which utensils complete the crossword puzzle? Clues tell what each utensil does. Write the name of each utensil in the puzzle." ■ Students can begin working on the worksheet as they finish cooking. ■ Students can work on the worksheet individually or with a partner.	Copies of the worksheet on page 42 Pencil for each student

Alternative:

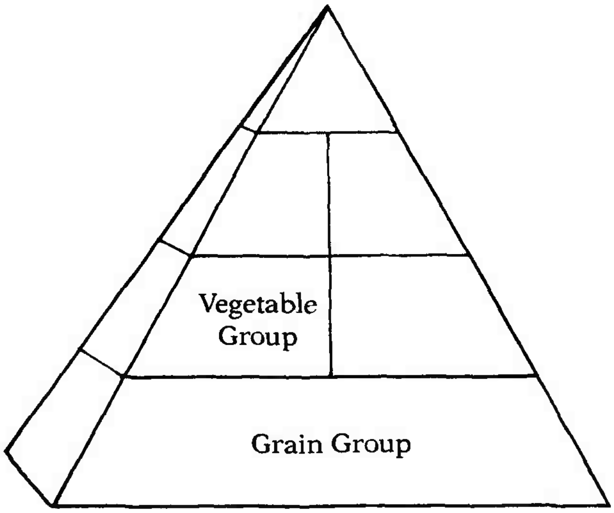
For students with lower reading ability, use the worksheet on page 43, which has pictures of the utensils. Names for the utensils are included in a word bank.

LESSON III—Vegetables

Objectives:

1. List foods that are vegetables.
2. Prepare some vegetables for eating.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make a List of Vegetables*** "Today we are going to make a list of all the vegetables we can name. Who will start the list?" ■ As students respond, write each vegetable name on a separate card and have students put the cards in the pocket chart. ■ If necessary, give hints: e.g., Bugs Bunny's favorite food . . . ■ List the basic vegetables, not vegetable recipes: i.e., if a student says "coleslaw," ask what vegetables are in coleslaw (cabbage, carrots, etc.). ■ List may include: asparagus, beans, beets, beet greens, broccoli, brussels sprouts, cabbage, carrots, cauliflower, celery, corn, cucumbers, kohlrabi, lettuce, mushrooms, okra, onions, parsnips, peas, peppers, potatoes, radishes, spinach, sprouts, squash, tomatoes, turnips. ■ The above list is not exhaustive. According to your area, students may know and eat other vegetables. ■ Some vegetables included in the list above may not be available in your area. Don't include them on your list. "If you think of other vegetables during the next few weeks, we will add them to the list. "Vegetables are an important group in our food pyramid. Remember that in the base we put 'Grain Group.' There are 2 slightly smaller blocks above the base. In one of these blocks, we will write 'Vegetable Group.' (Write 'Vegetable Group' in the block as shown.) It is recommended that we eat 3 to 5 servings from this group each day."	Pocket chart (see page 44) 25–30 cards for the pocket chart (see page 44) Title card for chart: "Vegetables" Felt markers (1 or 2) Chalkboard and chalk Pyramid on chalkboard entitled "Food Pyramid" (used in Lesson I) **Food Pyramid** 

Alternatives:

1. If students are good writers and spellers, have them write the vegetable names on the cards.
2. If students are totally unable to read or write, have them find pictures of vegetables (in magazines or seed catalogs), paste them to the cards, and put cards in the pocket chart.

2. ***Make Stuffed Celery Sticks*** ■ Trim celery with paring knife. Cut off any discolored parts. ■ Wash in cold water. ■ Drain on paper towel. ■ Cut stalk into 2 pieces. ■ Use table knife to fill 1 piece with peanut butter. ■ Top with 5 or 6 raisins. ■ Fill other piece of celery with cream cheese. ■ Sprinkle with paprika. ■ Serve on small plate.	***For each student:*** 1 stalk celery 1–2 tablespoons peanut butter 5 or 6 raisins 1–2 tablespoons whipped cream cheese Paprika Paper towel Paring knife Table knife Cutting board Small plate (dessert plate or saucer)
3. ***Make a Tossed Salad:*** ■ Wash lettuce. With fingers, break into bite-sized pieces and put in bowl. ■ Wash tomato. Cut out stem. Cut tomato into 4 or 5 pieces and put in bowl. ■ Wash carrot. Cut off ends. Slice carrot into thin pieces and add to bowl. ■ Wash green pepper. Remove seeds and stem. Cut pepper into small pieces and add to salad. ■ Fluff out sprouts and put in bowl. ■ With fork, lightly toss salad. ■ Pour on 1–2 tablespoons salad dressing.	***For each student:*** $\frac{1}{10}$ head of lettuce $\frac{1}{4}$ tomato $\frac{1}{2}$ carrot $\frac{1}{4}$ green pepper $\frac{1}{4}$ ounce alfalfa sprouts Small bowl Paring knife Cutting board Fork Also: Selection of salad dressings

4. ***Categorize Vegetables on List:*** "The foods on our list are all vegetables. But there are some big differences among them. "Let's think about lettuce. It's a green leafy vegetable. What other vegetables are green and leafy?" ■ As students identify vegetables in this category, remove cards from chart and put them in a pile. "Another category is for yellow and orange vegetables. What vegetables fit these conditions?" ■ Put these vegetable cards in a second pile. "The remaining vegetables make up a third group." ■ Arrange remaining vegetables in one column. Arrange leafy green vegetables in another column and yellow and orange vegetables in a third column. "In eating vegetables, it is important to include a variety of different vegetables. Don't eat just squash and carrots or just lettuce. Try to include vegetables from each column in your daily diet."	Pocket chart list made in activity 1
5. ***Compare Fresh, Canned, and Frozen Vegetables*** "Many vegetables can be purchased fresh or canned or frozen. Today we are going to prepare peas that were purchased all three ways. "The fresh peas need to be shelled." ■ Show students how to slide thumb down pod to open it and extract peas. Have all help with the shelling, showing them which peas are brown or hard and need to be discarded. "We'll need to put about an inch of water in the bottom of a saucepan and bring it to a boil over high heat. "While that is heating, we'll wash the peas. Then we'll add them to the boiling water and cool them uncovered for 5 minutes. Then we'll cover them, turn down the heat, and cook 4 or 5 minutes longer until they are tender."	3 pounds fresh peas 1 pound frozen peas 1 large can peas 3 saucepans Can opener 3 wooden spoons Colander 3 serving bowls Spoons for "tasting" Small paper cups (3 different colors; 1 of each color for each student)

- While fresh peas are cooking, read label on frozen peas and cook as directed. Note list of ingredients to determine if anything besides peas has been put in the package.
- Open can of peas and heat as directed on label. Read label to determine if any other ingredients have been added to the can besides peas.
- As each can of peas is cooked, enlist students to drain peas in the colander and then put them in a serving dish.
- Using a different colored paper cup for each kind of peas, spoon out samples of each for each student. (For example, each student might have a blue cup with fresh peas, a yellow cup with canned peas, and a pink cup with frozen peas.)
- Have students sample each and compare. Which tastes best? Worst? Which was easiest to prepare? Most difficult? Which looks best? Which has the most additives? Least? Which was most expensive? Least? Which would be easiest to store? Most difficult?

LESSON IV—Vegetable Recipes

Objectives:

1. Prepare a dish with vegetables.
2. Identify foods that are vegetables.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make Stir-fry Vegetables*** Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about the utensils that will be used. Demonstrate any that may be new. Students can work in groups of 2 to 4. Divide students into their groups. Read through the directions. Be sure students understand each step. If students are working in groups, they need to decide who will do each step. Instruct each student to write his or her name under the numbers of the activities they are doing. Cook. Taste. Clean up.	Copies of the recipe on page 115 Ingredients listed in the recipe Utensils listed in the recipe Stove Plate and fork for each student
2. ***Make Potato Salad*** This recipe can be made by the whole group working together, by small groups of students, or by students working individually. If students are working in small groups, have them sit with their partner(s). Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about what utensils will be used. Demonstrate any that may be new. Read through the directions. Be sure students understand each step. If students are working in groups, they need to decide who will do each step. Instruct each student to write his or her name under the numbers of the activities they are doing. Prepare recipe. Taste. Clean up.	Copies of the recipe on page 97 Ingredients listed in the recipe Utensils listed in the recipe Bowl and spoon for each student ***Advance preparation:*** Wash and cook potatoes.

3. ***Find the Vegetables*** "Which foods on the worksheet belong to the Vegetables Group? Use a pencil to circle the vegetables." ■ Students can begin working on the worksheet as they finish cooking. ■ Students can work on the worksheet individually or with a partner.	Copies of the worksheet on page 45 Pencil for each student

Alternative:

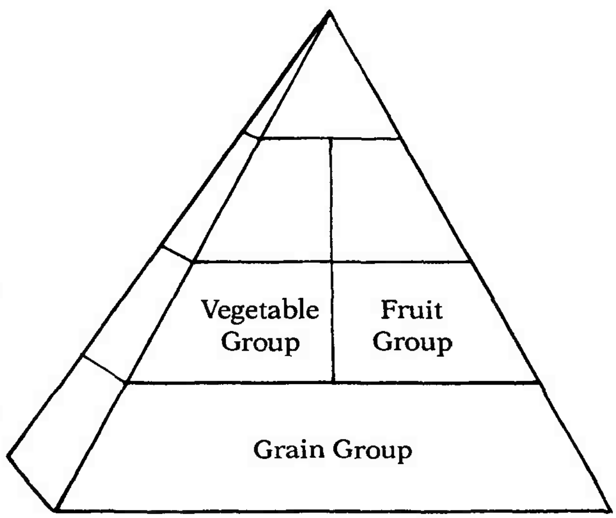
For students who cannot read, use the worksheet on page 46, which has pictures of a variety of foods. Students will circle the pictures that show vegetables.

LESSON V—Fruit

Objectives:

1. List foods that are fruit.
2. Prepare some fruits for eating.
3. Compare fresh fruits and vegetables with frozen and canned.
4. List foods from this group that individuals ate in one day.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make a List of Fruit*** "We have been talking about vegetables. Today we are going to make a list of fruits." ■ Each of the paper bags contains a different kind of fruit. One at a time, each student comes to the table, chooses a bag, and identifies the fruit it contains.	Small brown paper bags A variety of different fruits, at least one kind for each member of the class. Put each piece of fruit in a separate, small brown paper bag. Put the bags together on a table.
"We will make our list on the chalkboard." ■ When all the bags are empty, ask students for additional fruit they can name—for example, watermelon. (It would not be practical to try to put a watermelon in a small paper bag!) List may include: apple, banana, blueberries, cantaloupe, cherries, grapefruit, grapes, honeydew melon, lemon, orange, peach, pear, pineapple, plum, tangerine. ■ The above list is not exhaustive. According to your area, students may know and eat other fruits. ■ Some fruits included on the list above may not be available in your area. Don't include them on the list. ■ As with the vegetable list in Lesson III, if your students think of other fruits during the next few weeks, be sure they get added to the list. "Fruits are another group in our food pyramid. In the block beside vegetables, we will write 'Fruit Group.' (Write 'Fruit Group' in the block as shown.) It is recommended we eat 2 to 4 servings from this group each day."	Chalkboard and chalk Pyramid on chalkboard entitled "Food Pyramid" (used in Lesson III) **Food Pyramid** 

Alternative:

> If it is not possible to have pieces of real fruit, have pictures of a variety of fruits for the students to identify and make their list.

2. ***Make a Fruit Float***

- Wash blueberries.
- Wash grapes. Remove from stem.
- Peel cantaloupe. remove seeds. Cut into bite-sized pieces.
- Wash raspberries and remove stems.
- Put fruit in glass, alternating first one kind and then another until glass is full.
- Pour orange juice into the glass.
- Add spoon and straw.

For each student:

10–12 blueberries (fresh or frozen)
6–8 seedless grapes
1/8 cantaloupe
4–5 raspberries (fresh or frozen)
1/2 cup orange juice

Paring knife
Cutting board
Tall glass (or parfait dish)
Long-handled spoon
Straw

Alternative:

Other fruits can be substituted. Use whatever is easily available. Try to include a variety of colors and textures.

3. ***Make Fruit-Face Salad***

- Wash lettuce leaves. Arrange on plate.
- Lay peach half, rounded side up, on one side of lettuce bed.
- Put 2 raisins where the eyes should be.
- Cut cherry in half and use one half for the nose.
- Use thin apple wedge for mouth.
- Peel banana half. Cut one slice off the cut end. The large piece will be the base for the other face.
- Put pineapple ring over end of banana to form rim of hat. Place on plate on other side of lettuce bed.
- Cut banana slice in half. Arrange to look like a collar at the cut end of the banana half.
- Cut cherry half into 2 pieces. Use one piece for the mouth.
- Put other piece of cherry with raisin to make a flower on the pineapple hat brim.
- Use raisins to make eyes and nose.
- Serve with fork.

For each student:

1/2 banana
1 pineapple ring (canned)
6 raisins
1/2 peach (canned)
1 maraschino cherry
1 apple wedge
2–3 lettuce leaves

Salad plate
Paring knife
Fork



4. ***Make a Fruit Montage***

"A montage is a collection of things that are alike. We're going to make a montage of pictures of fruit."

- Students can work together to collect pictures of a variety of fruits and then arrange them attractively to cover the entire piece of poster board, gluing in place.
- Hang the finished montage on the wall.

Old magazines and seed catalogs
Scissors
Glue
Large poster board

Alternative:

Students can work individually or in small groups to make montages, using a piece of 9" × 12" construction paper for each montage.

LESSON VI—Fruit Recipes

Objectives:

1. Prepare a dish with fruit.
2. Find a variety of recipes that use fruit.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make Fruit Parfaits*** Pass out a copy of the recipe to each student. Discuss the needed ingredients. Talk about the pudding mix. Some pudding mixes need to be cooked. This is an instant pudding that requires no cooking. Talk about the utensils that will be used. Demonstrate any that may be new. Students can work in groups of 2 to 4. Divide students into their groups. Read through the directions. Be sure students understand each step. Students in each group will need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing. Cook. Taste. Clean up.	Copies of the recipe on page 85 Ingredients listed in the recipe Utensils listed in the recipe Spoon for each student
2. ***Make Blueberry Muffins*** Pass out a copy of the recipe to each student. Discuss the needed ingredients. Talk with the students about the blueberries. What can they use if blueberries are not in season? (frozen) Talk about the utensils that will be used. Demonstrate any that may be new. Students can work in groups of 2 to 4. Divide students into groups. Read through the directions. Be sure students understand each step.	Copies of the recipe on page 68 Ingredients listed in the recipe Utensils listed in the recipe Oven Butter and table knives (optional)

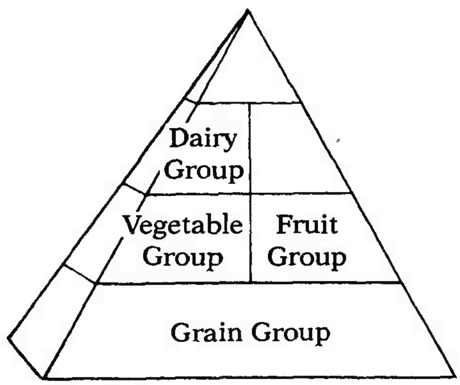
If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing. Cook. Taste. Clean up.	
3. ***Find Recipes for Fruit*** Fruits can be used in almost any course—from appetizers to soups to salads to entrees to desserts. Look through recipe books to find recipes that use fruit. List the name of each recipe on the board. How many different kinds of recipes can you find? (soup, salad, etc. . . .) How many different kinds of fruits can you find recipes for? What is the most unusual recipe? What recipe would you like to try?	Variety of cookbooks and cooking magazines Chalkboard and chalk

LESSON VII—Dairy Products

Objectives:

1. List foods that are dairy products.
2. Prepare some recipes that use dairy products.
3. Compare several different kinds of cheese.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Identify Dairy Products*** (Place all milk products except bottle of milk on a table.) "Look at these six foods: cream cheese, sour cream, cheese, yogurt, cottage cheese, and powdered milk. What do they all have in common? What is the same about all six of these foods?" (They are made from milk.) "These foods, along with milk" (add carton of milk to the table) "are important in our diets. "We've been talking about three groups of foods our bodies need: grains, vegetables, and fruit. "Today we are going to talk about a fourth group of foods—Dairy Products." (Write "Dairy" in the fourth section of the Food Pyramid.) "It is recommended we eat 2 or 3 servings each day from this group. "Milk, cheese, yogurt, sour cream, and cottage cheese are all called dairy foods." *Note:* Someone is sure to ask about ice cream. It is certainly a dairy product, but because of its usually high sugar content, it is not included here.	Package of cream cheese Block of cheese Sour cream Yogurt Cottage cheese Box of powdered milk Bottle or carton of milk Chalkboard and chalk Pyramid on chalkboard entitled "Food Pyramid" (used in Lesson V) **Food Pyramid** 
2. ***Make Pizza-Flavored Dip*** ■ Measure yogurt and put in bowl. ■ Measure catsup and add to bowl. ■ Measure onion and add. ■ Measure basil and add. ■ Measure oregano and add. ■ Mix all ingredients together. ■ Wash zucchini, but do not peel. ■ Trim off ends of zucchini. ■ Cut thin circles of zucchini.	***For each student:*** $\frac{1}{4}$ cup plain yogurt 2 teaspoons catsup $1\frac{1}{2}$ teaspoons minced dried onion $\frac{1}{4}$ teaspoon dried basil $\frac{1}{4}$ teaspoon dried oregano $\frac{1}{2}$ small zucchini Small bowl Spoon for mixing Measuring cup Paring knife

■ Put dip in small cup. ■ Place cup on plate and arrange zucchini around dip. ■ Use zucchini rounds as dippers.	Cutting board Small (3 ounce) paper cup Small paper plate
3. ***Make a Banana Shake*** ■ Measure milk. ■ Measure yogurt ■ Peel banana and slice. ■ Combine all ingredients in blender. ■ Put cover on blender. ■ Starting at slowest setting on blender, whip ingredients until smooth. ■ Pour into glass. ■ Sprinkle with cinnamon.	***For each student:*** ½ cup milk 1 tablespoon yogurt ½ banana sprinkle of cinnamon Measuring cup Measuring spoons Knife Cutting board Drinking glass (8 ounce) Straw (optional) Also: Blender (students can prepare their ingredients and then take turns using the blender with teacher supervision.)
4. ***Taste a Variety of Cheeses*** Tell students, "Today we are going to have a cheese-tasting party." Have students sample one variety of cheese at a time. Talk about it as the students taste it. Compare its flavor and texture with other cheeses. American cheese may be the most familiar to students. Mild, it is often used in sandwiches. Cheddar cheese is English in origin. It is frequently used in cooking, as in macaroni and cheese. Gouda cheese, with its inedible casing, is originally Dutch. It is good as an appetizer. Parmesan cheese is usually used grated. This Italian cheese accompanies dishes such as spaghetti. Blue cheese is French in origin and often used in salad dressings.	Variety of cheeses—choose several: American Cheddar Gouda Parmesan Blue Grater Knife Cutting board Crackers (optional)

5. ***Play a Game: Food Chain*** For a change of pace, this game does not require any advance preparation. Write the name of a food on the board (e.g., *cucumber*). Everyone tries to think of a food that begins with the last letter in the word *cucumber* (e.g., *radish*). That word is written under the first word. Then everyone tries to think of a word that begins with the last letter of the second word (e.g., *hamburger*). Continue until no one can think of a next word. The person who wrote the last word on the board is the winner.	Chalkboard and chalk

LESSON VIII—Dairy Recipes

Objectives:

1. Prepare a dish with dairy products.
2. Compare whole milk, skim milk, and powdered milk.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make Macaroni and Cheese*** Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about the utensils that will be used. Demonstrate any that may be new. Students can work in groups of 2 to 4. Divide students into their groups. Read through the directions. Be sure students understand each step. If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing. Cook. Taste. Clean up.	Copies of the recipe on page 94 Ingredients listed in the recipe Utensils listed in the recipe Stove (burners and oven) Plate and fork for each student
2. ***Make Potato Soup*** This recipe can be made by the whole group working together, by small groups of students, or by students working individually. If students are working in small groups, have them sit with their partner(s). Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about what utensils will be used. Demonstrate any that may be new. Read through the directions. Be sure students understand each step.	Copies of the recipe on page 100 Ingredients listed in the recipe Utensils listed in the recipe Stove Soup bowl and spoon for each student

If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing. Cook. Taste. Clean up.	
3. ***Compare Milks*** "Milk for drinking can be purchased in a number of forms. On this worksheet, we will be comparing the cost, calorie content, and flavor of whole milk, skim milk, and powdered milk." ■ To determine the cost of a quart of milk, it may be necessary to divide the total cost of a package by the number of quarts it contains. ■ Calorie content for a cup of milk is usually listed on the package. ■ For the milk-tasting part of the worksheet, students can work in teams. One student will prepare a sample of all three kinds of milk, putting each sample in a different colored cup. The partner will drink all 3 samples and determine which is best, second, and third. The person who prepared the samples then tells which milk was in each cup. Partners then reverse roles. ■ Discuss the worksheet. Did everyone agree which milk tasted best? Which one was least expensive? Most expensive? Would one kind be better to use in certain situations?	Copies of the worksheet on page 47 Pencil for each student Milk cartons for whole, skim, and powdered milk (showing price and calorie content) Whole milk Skim milk Prepared powdered milk Paper cups (3 different colors)

LESSON IX—Meat and Other Proteins

Objectives:

1. List foods in the Protein Group.
2. Prepare some foods from the Protein Group.
3. Identify correct food group for a variety of foods.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***The Remaining Major Food Group***	Chalkboard, chalk, and eraser

Activity

1. ***The Remaining Major Food Group***

"So far we have talked about 4 groups of food. Let's list them on the board." (Write as the students name the groups: Grains; Vegetables; Fruit; Dairy)

"Which foods from the Grain Group can you find in these menus?" (Erase each food as it is identified.)

Menu 1—English muffins
Menu 2—toast
Menu 3—Italian bread
Menu 4—biscuits
Menu 5—corn bread

"Let's erase food from the Vegetable Group."

Menu 1—carrot sticks
Menu 3—tossed salad
baked potato
Menu 4—green peas
Menu 5—vegetable sticks

"What foods can we erase from the Fruit Group?"

Menu 2—orange juice
Menu 4—peach half
Menu 5—apple

"Now the Dairy Group."

Menu 1—glass of milk
Menu 2—cheese
Menu 3—milk
Menu 4—cottage cheese
Menu 5—yogurt dip

"The remaining foods are all part of a food group—the Protein Group. This group contains meats, poultry, and fish as well as dried beans, eggs, and nuts.

"This is the fifth group in our Food Pyramid. It is recommended we eat 2 or 3 servings each day from this group."

Materials Needed

Chalkboard, chalk, and eraser

Before class, write the following menus on the chalkboard:

Menu 1: English muffins
Peanut butter
Carrot sticks
Glass of milk

Menu 2: Orange juice
Scrambled eggs with cheese
Toast

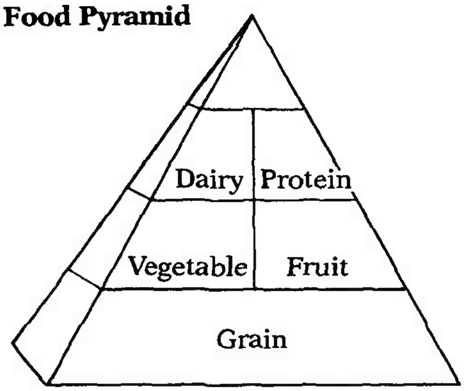
Menu 3: Tossed salad
Meat loaf
Baked potato
Italian bread
Milk

Menu 4: Fish sticks
Green peas
Biscuits
Cottage cheese
Peach half

Menu 5: Raw vegetable sticks with yogurt dip
Chicken
Corn bread
Apple

Pyramid on chalkboard entitled "Food Pyramid" (used in Lesson VII)

Food Pyramid



2. ***Make Deviled Eggs*** ■ Tap the eggs on a hard surface to break the shell in several places. Pull off the shell. ■ Cut the eggs in half lengthwise. ■ Remove the yolks and put them in a sauce dish. ■ Mash the yolks with a fork. ■ Add enough mayonnaise to make the mixture soft and creamy (about ½ teaspoon). ■ Mix in a little mustard for flavor. ■ Stuff egg yolk mixture into whites. ■ To make eggs more attractive, sprinkle with paprika.	***Advance preparation:*** Hard-boil 1 egg for each student. Put eggs in saucepan and cover with cool tap water. (Putting eggs directly into boiling water might crack them.) Heat to boiling point and boil for 10 minutes. Drain hot water from pan. Cover eggs with cold water. When eggs are cooled, drain water and refrigerate eggs until used. ***For each student:*** 1 hard-boiled egg Mayonnaise (about ½ teaspoon) Prepared mustard (small dab) Paprika Knife Cutting board Sauce dish Fork Measuring spoon
3. ***Make a Chicken Salad Sandwich*** ■ Remove the skin from the chicken. Discard. ■ Remove the meat from the bone. Discard bones. ■ Cut chicken into small pieces. Place in sauce dish. ■ Wash celery. Cut off ends. Chop into small pieces and add to dish. ■ Measure lemon juice into the dish. ■ Sprinkle with pepper. ■ Measure mayonnaise into the dish. ■ Mix all ingredients well. ■ Put the chicken filling in the hot dog roll.	***Advance preparation:*** Cook 1 piece of chicken—a leg or thigh—for each student. Put chicken in a saucepan and cover with water. Add 1 or 2 sliced onions if desired. Bring to a boil and cook 40 to 50 minutes or until meat is fork tender. Drain and refrigerate until used. ***For each student:*** 1 chicken leg or thigh (cooked) ½ celery stalk ½ teaspoon lemon juice Pepper 1 tablespoon mayonnaise Hot dog roll Paring knife Sauce dish Cutting board Measuring spoons Fork

4. ***Peanut Butter Made from Peanuts***

"How do peanuts become something we can spread on bread? Today we are going to use a food processor to find out."

- Place the nuts in the food processor and let the machine run continuously for 2 or 3 minutes. (Check directions for specific machine.)
- The ground nuts will form a ball that gradually smooths out.
- Scrape the sides of the bowl.
- Continue processing until drops of nut oil are visible. The longer it is processed, the softer the butter will be.

"Let's spread some peanut butter on a cracker for a taste test. How does it compare with the peanut butter from a jar? How could we make chunk-style peanut butter?" (Add a few nuts at the very end.)

Food processor
Shelled peanuts (about 2 cups)
(or have students shell peanuts)
Rubber spatula
Knife
Crackers

5. ***Play a Card Game***

To prepare the cards:

- Glue the pages of cards to construction paper.
- Cut the cards apart.

To play the game:

- Groups of 2 to 4 can play together.
- Deal 5 cards to each player. Remaining cards become the "cupboard."
- The object of the game is to have the most complete "meals."
- To make complete "meals," combine 4 cards with foods from 4 different food groups.
- The first player (*a*) asks the player to the right (*b*) for a card from one of the food groups:
  - Vegetables
  - Fruit
  - Grains
  - Dairy
  - Protein

Copies of the cards on pages 48–53
(1 set for each 3 students)
Construction paper
(4 pieces for each set of cards)
Glue
Scissors

- If *b* has the requested card, it is given to *a*.
- If *b* does not have the card, *b* says to *a*, "Go to the cupboard." Then *a* draws a card.
- Then *b* asks *c* for a card.
- As each player gets the cards for a complete meal, the group of cards is put on the table in front of the player.
- The game is over when no cards remain in the "cupboard" and no one is able to play.
- The player with the most "meals" is the winner.

Alternatives:

For more able students, make the game more challenging by eliminating the name of the food group from each card. To do this, tape a small piece of paper to cover the words "Fruit," "Vegetables," "Grain," "Dairy," and "Protein," before making copies of the cards.

For less able students, pass out all the cards. Ask one student to put a card on the table. Ask the next student to add a card to the pile that is from a different food group. The next student adds a third food group. The next student adds a fourth food group. The person adding the fourth card takes the "meal" and starts the next one.

If desired, one or two "free" cards can be added to each deck. Simply add a blank piece of paper (backed with construction paper) that can take the place of any food group.

LESSON X—Protein Recipes

Objectives:

1. Prepare a dish with foods containing protein.
2. Rate personal eating habits.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make Crunchy Tuna Casserole*** Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about the utensils that will be used. Demonstrate any that may be new. Students can work in groups of 2 to 4. Divide students into their groups. Read through the directions. Be sure students understand each step. If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing. Cook. Taste. Clean up.	Copies of the recipe on page 78 Ingredients listed in the recipe Utensils listed in the recipe Stove (oven and burners) Plate and fork for each student
2. ***Make Sloppy Joes*** This recipe can be made by the whole group working together, by small groups of students, or by students working individually. If students are working in small groups, have them sit with their partner(s). Pass out a copy of the recipe to each student. Discuss the needed ingredients. Introduce any that may be unfamiliar. Talk about what utensils will be used. Demonstrate any that may be new. Read through the directions. Be sure the students understand each step. If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing.	Copies of the recipe on page 108 Ingredients listed in the recipe Utensils listed in the recipe Stove Plate and fork for each student

Cook. Taste. Clean up.	
3. ***Nutrition Scorecard*** "How healthy are your eating habits? Do you eat foods from all 5 food groups every day? Complete the worksheet to see if you are a 5-star eater. "Under Day 1, list the foods you ate yesterday. First list the vegetables. What did you have for breakfast? lunch? dinner? snacks? "Now list the fruit you ate during the day yesterday. "Next list the grains you ate yesterday. Remember to list number of servings. If you had a sandwich for lunch, that would be 2 slices of bread, and so 2 servings. "List the dairy products and then the proteins. "Total the number of servings in each group for the day. "Look at the number of servings in the Vegetable Group. If the number is between 3 and 5, stick a star in that square. "Look at the number of servings in the Fruit Group. If the number is between 2 and 4, stick a star in that square. "Look at the number of servings in the Grain Group. If the number is between 6 and 11, stick a star in that square. "Look at the number of servings in the Dairy Group. If the number is 2 or 3, stick a star in that square. "Look at the number of servings in the Protein Group. If the number is 2 or 3, stick a star in that square. "How many people got 5 stars? They were 5-star eaters yesterday. "Under Day 2, list the foods you have eaten already today and continue listing through the evening. "List the foods you eat tomorrow under Day 3. "Can everyone be a 5-star eater today and tomorrow?"	Copies of the worksheets on pages 54 and 55. Pencil for each student Gummed stars

LESSON XI—Snacks

Objectives:

1. Identify foods that are high in sugar and fats.
2. List some healthy snack foods.
3. Prepare some healthy snack foods.

Select from the following activities for the class period.

Activity | **Materials Needed**

1. ***Thinking About Snacks***

"So far we have talked about 5 food groups and things you eat at breakfast or lunch or dinner.

"What about snacks? Do any of you like to snack between meals? How about while watching TV?

"What kinds of things do you like to snack on? Let's list them on the board." (Let students come to the board and each write a snack food.)

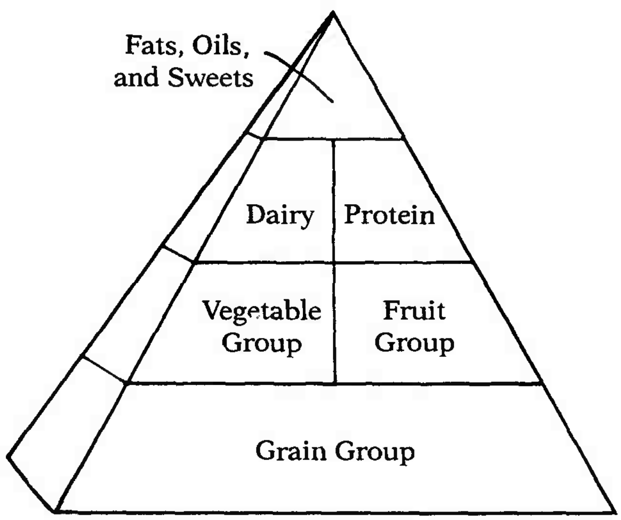
- Take note of which snacks are high in sugar (candy, cakes, etc.).
- Take note of which snacks are high in fat (potato chips, french fries, etc.).
- Take note of which are the healthiest snacks (popcorn, fruit, vegetables, etc.).

"Some amounts of sugar and fat are OK. It is important to keep their levels down. The top group of the pyramid shows fats and sugars. You can see it is the smallest group and it is recommended we eat only small amounts of these foods."

Materials Needed:

Chalkboard
Chalk
Pyramid on chalkboard entitled "Food Pyramid" (used in Lesson IX)

Food Pyramid



2. ***Make Granola***

This recipe can be made by the whole group working together, by small groups of students, or by students working individually.

If students are working in small groups, have them sit with their partner(s).

Pass out a copy of the recipe to each student.

Discuss the needed ingredients. Introduce any that may be unfamiliar.

Talk about what utensils will be used. Demonstrate any that may be new.

Materials Needed:

Copies of the recipe on page 87
Ingredients listed in the recipe
Utensils listed in the recipe
Oven
Jar with cover or small plastic bag with ties

Read through the directions. Be sure the students understand each step.

If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing.

Cook.

Taste.

Clean up.

---

3. ***Make Raisin Cookies***

Pass out a copy of the recipe to each student.

Discuss the needed ingredients. Introduce any that may be unfamiliar.

Talk about the utensils that will be used. Demonstrate any that may be new.

Students can work in groups of 2 to 4. Divide students into their groups.

Read through the directions. Be sure students understand each step.

If students are working in groups, they need to decide who will do each step. Instruct students to write their name under the number of the activity they are doing.

Cook.

Taste.

Clean up.

Copies of the recipe on page 103
Ingredients listed in the recipe
Utensils listed in the recipe
Oven

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4. ***Play Road to Good Health***

To play the game:

- All players place their playing pieces in the space marked "Start."
- The first player shakes the die.
- If the die shows one of the food groups (or 1 to 5), the person moves a marker to the next food on the path that is in that food group. For example, if a player on "Start" rolls "Dairy" (or 4), that player would move to the space marked "yogurt."
- The second player then rolls, and so on.
- If a player rolls "Fat/Sugar" (or 6), he or she loses that turn.

Copies of playing board on pages 56 and 57
(2 to 4 students can use each board)
Cardboard (15" × 10") for each playing board
Scissors
Glue
Wooden cube ($^3/_4$" square) or a die

To assemble playing board:

- Cut around outside of both pieces of the playing board.
- Lay board on the piece of cardboard, dotted lines together.
- Glue in place.

- A player finishes when the only place left to go is "Good Health." For example, if a person is on "noodles" and rolls "Vegetables" (or 2), there is no place to go except "Good Health." But if the player had rolled "Protein" (or 5), then he or she would have been able to move to "turkey" and would have to have taken another turn to get to "Good Health."
- The first player to land on "Good Health" wins the game.

To make die:

- Make a cube of wood approximately $3/4" \times 3/4" \times 3/4"$
- With a felt pen, write one of the following on each face of the cube:
  Grains
  Vegetables
  Fruit
  Dairy
  Protein
  Fats/Sugars
- If it is not possible to have a wooden cube, use an ordinary die.
  1 = Grains
  2 = Vegetables
  3 = Fruit
  4 = Dairy
  5 = Protein
  6 = Fats/Sugars

LESSON XII—Menu Planning

Objectives:

1. Identify what is needed to make a balanced meal.
2. Plan balanced meals for breakfast, lunch, and dinner.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Worksheet: Balanced Menus*** "What are the 5 food groups we have been learning about?" (Grains, Vegetables, Fruit, Dairy, Protein) "For good health, we need to eat foods from every food group every day. "One way to help get all the foods we need is to have food from several food groups at every meal. A balanced meal contains foods from a variety of food groups. "The worksheet contains 9 menus. If a menu contains foods from at least 4 food groups, put a check in the box. If a menu is not balanced, what could be added?"	Copies of the worksheet on page 58 Pencil for each student

Alternative:

> For students who cannot read, use the worksheet on page 59. "What food groups are represented in each menu? We need at least 4 food groups at each meal. What could be added to make it a balanced meal?"

2. ***Make a Mobile*** Explain to students: A mobile is a balanced art object with parts that can be set in motion by air currents. Students will make a mobile of a balanced menu. Find pictures of 5 foods that would make a balanced meal. Cut out the pictures. Cut out 5 circles (3" to 4" in diameter) from the oaktag. Glue a picture to each of the circles. Tie the 2 sticks together in the shape of an X. Tie a piece of string to the center so the mobile will be able to hang. Punch a hole in the top of each oaktag circle. Tie a circle to each end of each stick and one to the center. Use different lengths of string so the circles will hang at varying heights.	2 sticks (or dowels), each about 12" long String or yarn Oaktag (or construction paper) Magazines Scissors Glue Paper punch

3. ***Plan a Breakfast Menu*** "Choose foods to make a balanced breakfast." Two possible menus are: ■ Scrambled Eggs with Cheese Toast Tomato Juice ■ French Toast with Applesauce Sausage Milk "We will be shopping for ingredients and preparing a breakfast menu soon."	Pocket chart used in Lesson III (see page 44) Cards for the pocket chart Write one of these foods on each card: Scrambled Eggs with Cheese French Toast with Applesauce Sausage Fruit Juice Toast Milk (Recipes included in this unit: Scrambled Eggs—page 106 French Toast—page 83)
4. ***Plan a Lunch Menu*** "Choose foods to make a balanced lunch." Two possible menus are: ■ Cheeseburger in a Bun Coleslaw Glass of Milk ■ Hot Sub Sandwich Vegetable Sticks Glass of Milk Orange "We will be shopping for ingredients and preparing a lunch menu soon."	Pocket chart used in Lesson III (see page 44) Cards for the pocket chart Write one of these foods on each card: Cheeseburger in a Bun Hot Sub Sandwich Coleslaw Vegetable Sticks Glass of Milk (Recipes included in this unit: Cheeseburger in a Bun—page 71 Hot Sub Sandwich—page 92 Coleslaw—page 73)
5. ***Plan a Dinner Menu*** "Choose foods to make a balanced dinner." Two possible menus are: ■ Fish in Foil Green Beans and Cheese Biscuits ■ Spaghetti and Sauce Tossed Salad Apple Crisp Milk "We will be shopping for ingredients and preparing a dinner menu soon."	Pocket chart used in Lesson III (see page 44) Cards for the pocket chart Write one of these foods on each card: Fish in Foil Spaghetti and Sauce Green Beans and Cheese Tossed Salad Biscuits Milk Apple Crisp (Recipes included in this unit: Fish in Foil—page 81 Spaghetti and Sauce—page 110 Green Beans and Cheese—page 90 Biscuits—page 65 Apple Crisp—page 63)

LESSON XIII—Shopping

Objectives:

1. Compile a shopping list.
2. Compare prices of similar food items in different stores and in the same store.
3. Become familiar with the layout of a grocery store.
4. Shop for needed foods.

Select from the following activities for the class period.

Activity	Materials Needed
1. ***Make a Shopping List*** "What is necessary to do before we cook?" (Find a recipe, wash hands, etc.) "How do we get the ingredients to cook with?" (Go shopping at the grocery store.) "And how will we know what to buy when we get to the store?" (Make a list.) "These are the recipes we will be cooking in the next few days. Check each ingredient to see if we have it in the kitchen. Be sure there is enough of any ingredient we do have. "If there is not enough of any ingredient, write it on a piece of paper. Be sure to tell the amount needed of each food. The paper will be our shopping list."	Paper Pencils Copies of recipes students will be preparing. See Lessons XII, XIV, XV, and XVI.

Alternative:

For students with less ability, look at each recipe together and make a shopping list together on the chalkboard.

2. ***Comparison Shopping*** "Does a jar of peanut butter cost the same everywhere? Does one brand cost the same as the others? "To complete the worksheet, find several products in the grocery ads that are for sale in both stores. Write the name of the product and the price at each store. Be sure the prices are for the same amount of the product. "Which store has the better price? Is it always the same store?	Copies of worksheet on page 60 Pencils Sale sheets (or newspaper ads) from at least 2 grocery stores Packages (with prices) of several name-brand products with similar store-brand products (canned soup, vegetables, peanut butter, etc.)

"Even at the same store, prices can vary for the same type of product. Compare the prices of name-brand products with several similar products that are store brands. "Which cost less? Is there a difference in the taste?"	
3. ***The Grocery Store*** Arrange the tables to make aisles as in a grocery store. Place the boxes and packages in the departments in which they would be found in a grocery store: Produce Dairy Baking Needs Meats Frozen Foods Canned Fruits and Vegetables Pasta/Rice Canned Meat and Fish Cereals Cookies/Crackers Students take turns making the grocery lists for other people to use in the Grocery Store.	Empty boxes and packages from a wide variety of foods Tables (or desks) Paper Pencils ***Alternative materials:*** Magazine pictures of a variety of foods Scissors Glue Poster board ■ Cut pictures of foods out of the magazines. Arrange the pictures on the poster board the way the foods would be arranged in the grocery store. Glue in place.
4. ***Go Shopping*** Get a shopping cart. Get the needed foods in each department: Produce Dairy Baking Needs Meats Frozen Foods Canned Fruits and Vegetables Pasta/Rice Canned Meat and Fish Cereals Cookies/Crackers Some grocery stores have computer directories to help shoppers locate items. If the store has one and there is time, show students how it works. Pay for the groceries.	Shopping lists Transportation Money *Note:* This activity may require special preparation. Consider the following: 1. Clearance with school office. 2. Permission for students to leave school grounds. 3. Transportation. 4. Taking class in small groups; need supervision and activities for those remaining in classroom. 5. Notifying other teachers who may be affected by special activity.
5. ***Put Groceries Away*** "It's important to put groceries away as soon as possible. This is especially true for frozen foods and other things that need to be kept cold or frozen."	Groceries Refrigerator Kitchen cupboards

LESSON XIV—Prepare Breakfast

Objective: Prepare and serve a complete breakfast.

Select one of the following menus for students to prepare and serve. Preparatory activities are included in Lessons XII and XIII.

Recipes make 2 servings, so students may want to work in pairs preparing their meals.

Activity	Materials Needed
Menu 1—Scrambled Eggs with Cheese Toast Fruit Juice 1. Prepare scrambled eggs. 2. Toast bread. 3. Pour juice. 4. Eat breakfast. 5. Clean up.	Copies of recipe for Scrambled Eggs with Cheese on page 106 Ingredients listed in recipe Utensils listed in recipe Also needed for each student: 1 slice bread butter (for toast) 6 ounces juice plate fork knife juice glass Extra utensils needed: toaster
Menu 2—French Toast with Applesauce Sausage Milk 1. Prepare French toast. 2. Cook sausage. 3. Pour milk. 4. Eat breakfast. 5. Clean up.	Copies of recipe for French Toast with Applesauce on page 83 Ingredients listed in recipe Utensils listed in recipe Also needed for each student: 2 sausage links 8 ounces milk plate fork knife milk glass Extra utensils needed: skillet for cooking sausage paper towels for draining sausage

LESSON XV—Prepare Lunch

Objective: Prepare and serve a complete lunch.

Select one of the following menus for students to prepare and serve. Preparatory activities are included in Lessons XII and XIII.

Recipes make 2 servings, so students may want to work in pairs preparing their meals.

Activity	Materials Needed
Menu 1—Cheeseburger in a Bun Coleslaw Glass of Milk 1. Prepare coleslaw. 2. Prepare cheeseburger. 3. Pour milk. 4. Eat lunch. 5. Clean up.	Copies of recipe for Cheeseburger in a Bun on page 71 Copies of recipe for Coleslaw on page 73 Ingredients listed in recipes Utensils listed in recipes Also needed for each student: 8 ounces milk plate fork knife milk glass
Menu 2—Hot Sub Sandwich Vegetable Sticks Glass of Milk Orange 1. Prepare hot sub sandwiches. 2. Prepare vegetable sticks. 3. Pour milk. 4. Eat lunch. 5. Clean up.	Copies of recipe for Hot Sub Sandwich on page 92 Ingredients listed in recipe Utensils listed in recipe Also needed for each student: $\frac{1}{2}$ carrot $\frac{1}{2}$ stalk of celery 8 ounces milk plate milk glass orange Extra utensils needed: vegetable peelers paring knives cutting boards

LESSON XVI—Prepare Dinner

Objective: Prepare and serve a complete dinner.

Select from the following menus for students to prepare and serve. Preparatory activities are included in Lessons XII and XIII.

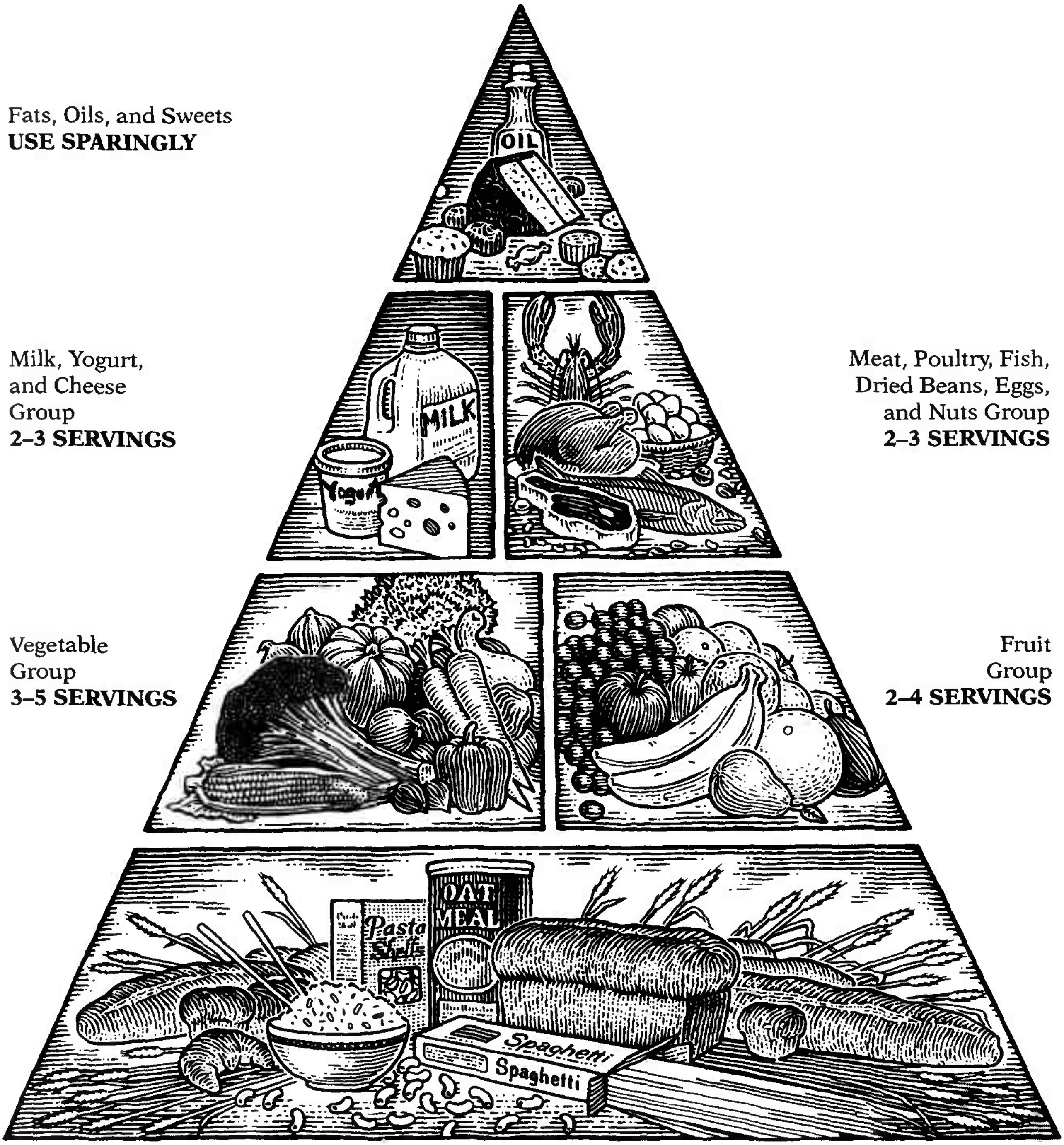
Recipes make 2 servings, so students may want to work in pairs preparing their meals.

Activity	Materials Needed
Menu 1—Fish in Foil Green Beans and Cheese Biscuits 1. Make biscuits. 2. Start beans. 3. Prepare fish. 4. Finish beans. 5. Eat dinner. 6. Clean up.	Copies of recipe for Fish in Foil on page 81 Copies of recipe for Green Beans and Cheese on page 90 Copies of recipe for Biscuits on page 65 Ingredients listed in recipes Utensils listed in recipes Also needed for each student: plate fork knife butter (for biscuits) glasses and water
Menu 2—Spaghetti and Sauce Tossed Salad Apple Crisp Milk 1. Make apple crisp. 2. Prepare ingredients for salad. 3. Cook spaghetti and sauce. 3. Pour milk. 4. Eat dinner. 5. Clean up.	Copies of recipe for Spaghetti on page 110 Copies of recipe for Apple Crisp on page 63 Ingredients listed in recipes Utensils listed in recipes Also needed for each student: Salad ingredients such as— lettuce tomatoes green pepper celery carrots sprouts dressing 8 ounces milk plate 2 forks (dinner and dessert) milk glass salad bowl Extra utensils needed: cutting boards paring knives

Reproducible Pages

Food Pyramid

Our bodies need a variety of foods each day. This chart shows how much to eat of different kinds of foods.



Fats, Oils, and Sweets
USE SPARINGLY

Milk, Yogurt, and Cheese Group
2–3 SERVINGS

Meat, Poultry, Fish, Dried Beans, Eggs, and Nuts Group
2–3 SERVINGS

Vegetable Group
3–5 SERVINGS

Fruit Group
2–4 SERVINGS

Bread, Cereal, Rice, and Pasta Group **6–11 SERVINGS**

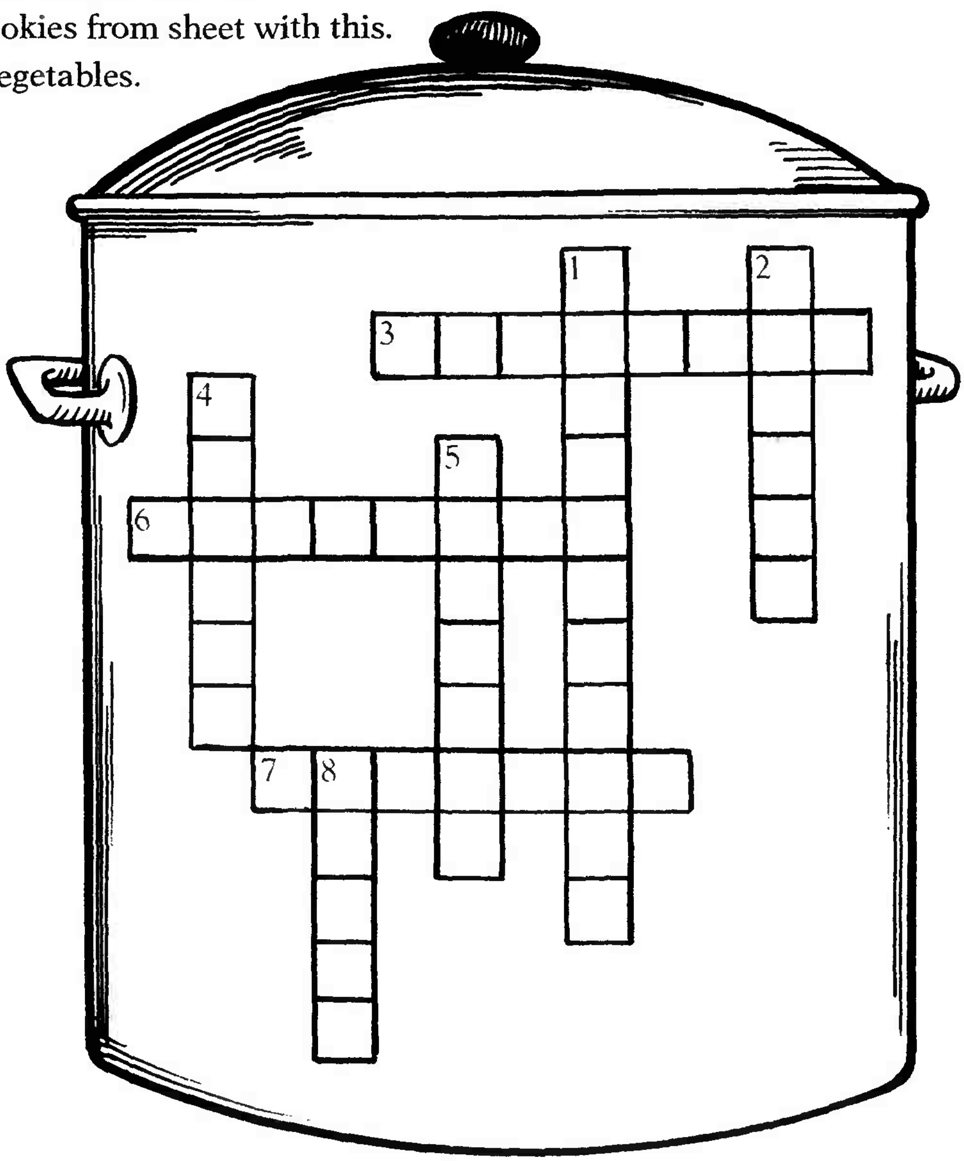
Name ______________________ Date ______________

IDENTIFY THE UTENSILS

(To accompany Lesson II)

Read the clues. What utensil does each clue describe? Write the answers in the crossword puzzle.

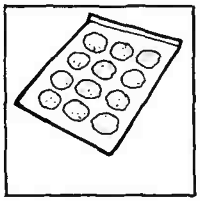
1. Cook cookies on this (2 words).
2. Takes skin off vegetables.
3. Drains water from vegetables or spaghetti.
4. Used to shred cheese or cabbage.
5. Remove hot cookies from sheet with this.
6. Used to cook vegetables.
7. Pan for frying.
8. Cuts food.

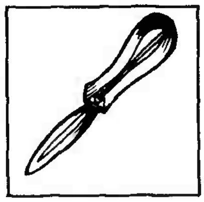


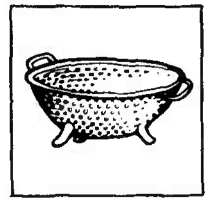
Name ______________________________ Date ________________

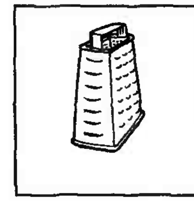
IDENTIFY THE UTENSILS

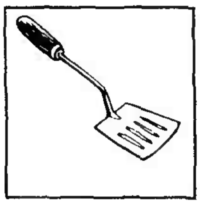
(To accompany Lesson II)

1. 

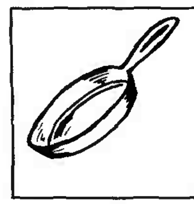
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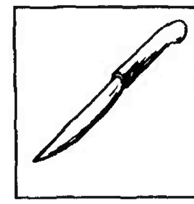
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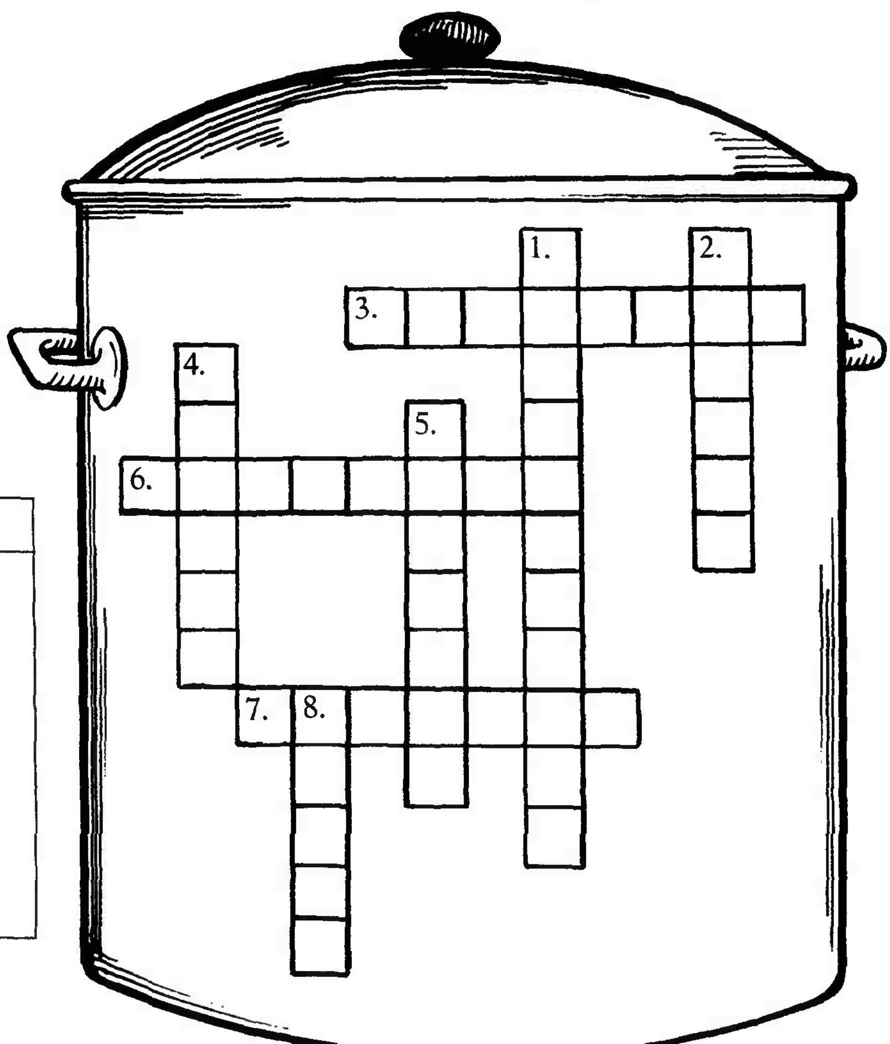
4. 

5. 

6. 

7. 

8. 



Word Bank
spatula
skillet
saucepan
peeler
knife
grater
colander
baking sheet

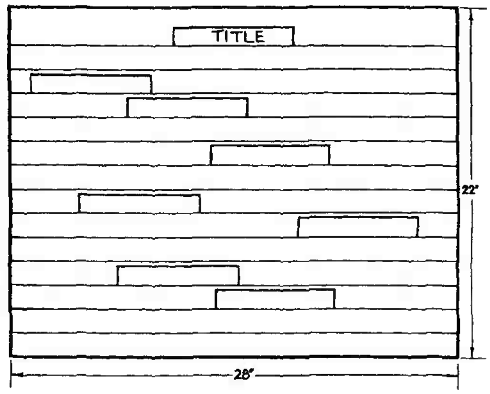
POCKET CHART

(To accompany Lesson III)

Materials needed:

3 pieces of poster board (22" x 28")
Yardstick
Pencil
Scissors
Clear tape

12–15 pieces of oaktag
Felt markers



Directions:

One piece of poster board will be the base for the pocket chart. Lay it on the table so that the longer distance is on the horizontal.

Starting 4" from the top, mark $1\frac{1}{2}$" intervals down both sides of the chart. With a pencil, draw lines to connect matching marks.

The second piece of poster board needs to be cut into strips 2" wide by 28" long. It will make 11 strips.

Cut two more strips 2" x 28" from the third piece of poster board, making 13 strips in all. The rest of the third piece of poster board will not be needed.

Lay the bottom of the first strip along the line 4" from the top of the first piece of poster board. Use clear tape to fasten the strip in place. Tape all along the bottom edge and up both sides.

Lay the next strip on the line $1\frac{1}{2}$" lower. (It will overlap the first strip by $\frac{1}{2}$".) Tape in place.

Continue in the same manner until all 13 strips are in place.

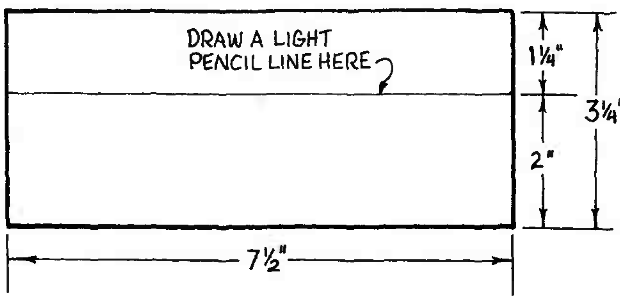
For cards to use in the pocket chart, cut the oaktag into pieces $7\frac{1}{2}$" x $3\frac{1}{4}$" .

When each card is used in the chart, the bottom 2" will be in the pocket. Use a pencil to draw a line lightly at that point as a reminder not to write on the part of the card that will be in the pocket.

Use felt pens to write on the cards, and then insert the cards in the pockets.

To title the chart, use one card, write the title, and then insert the card in the top pocket.

The pocket chart can be used over and over by simply making new cards for each use.



Name ______________________________ Date ____________________

FIND THE VEGETABLES

(To accompany Lesson IV)

Which foods listed on this page belong to the Vegetable Group? With a pencil, circle those foods.

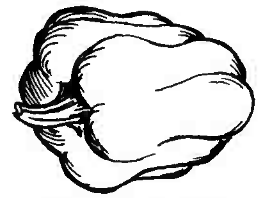
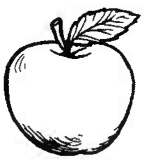
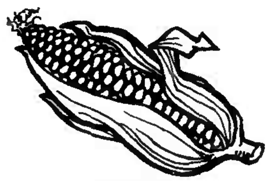
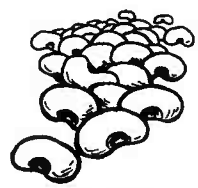
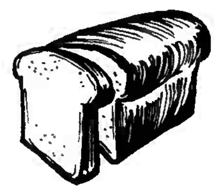
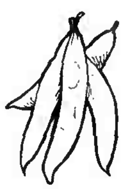
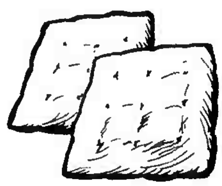
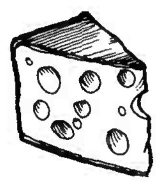
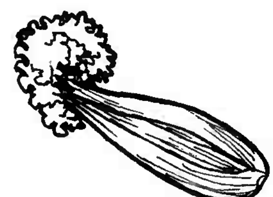
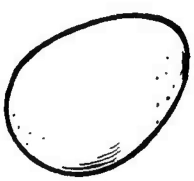
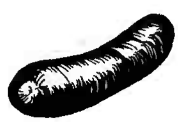
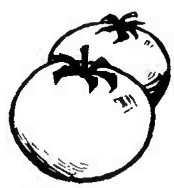
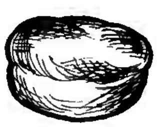
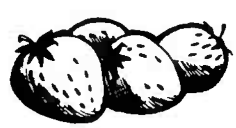
Peanuts	Broccoli	Carrots	Milk
Squash	Hamburger	Peach	Potatoes
Rice	Biscuit	Peas	Orange
Alfalfa sprouts	Cottage cheese	Noodles	Pineapple
Beets	Cornflakes	Mushrooms	Corn
Spaghetti	Beans	Plum	Peanut butter
Melon	Cabbage	Chicken	Veal
Roast beef	Meat loaf	Strawberries	Bread
Radishes	Watermelon	Grapefruit	Banana
Crackers	Cheese	Asparagus	Spinach
Pita	Pudding	Hot dog	Celery
Lettuce	Bean sprouts	Corned beef	Cauliflower
Yogurt	Bagel	Turkey	Oatmeal
Onions	Green pepper	Apple	Cream cheese
Croissant	Pork chop	Parsnips	Cherries
Egg	Tomatoes	Fish	Okra

Name ______________________________ Date ____________________

FIND THE VEGETABLES

(To accompany Lesson IV)

Which foods listed on this page belong to the Vegetable Group? With a pencil, circle those foods.

 Broccoli	 Carrots	 Milk	 Green pepper
 Apple	 Corn	 Beans	 Bread
 Green beans	 Crackers	 Cheese	 Celery
 Egg	 Hot dog	 Tomatoes	 Cauliflower
 Biscuit	 Beets	 Strawberries	 Fish

Name ______________________________ Date ________________

MILK: WHOLE? SKIM? or POWDERED?

(To accompany Lesson VIII)



Compare the Cost of Milk:

1 quart of whole milk ________

1 quart of skim milk ________

1 quart of powdered milk ________

Compare the Calories in Milk:

1 cup of whole milk ________

1 cup of skim milk ________

1 cup of powdered milk ________

Compare the Taste of Milk:

Rate each type of milk:

1 = best flavor

2 = second best flavor

3 = third best flavor

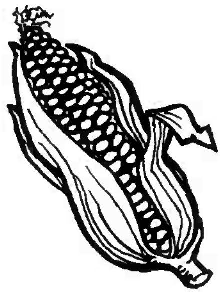
whole milk ________

skim milk ________

powdered milk ________

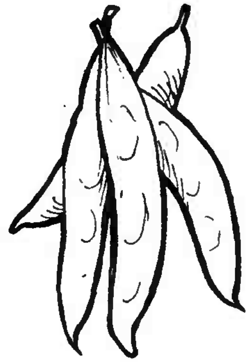
Cards to accompany Lesson IX (page 1 of 6 pages)

Vegetable



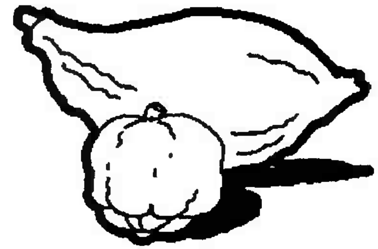
Corn

Vegetable



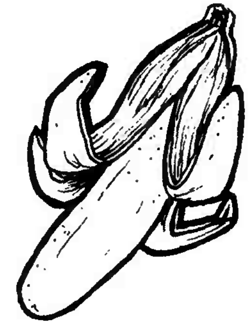
Green Beans

Vegetable



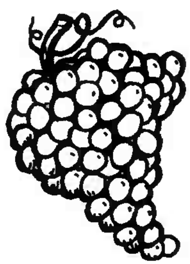
Squash

Fruit



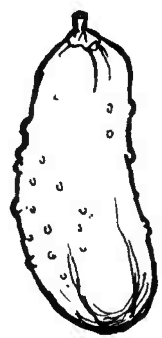
Banana

Fruit



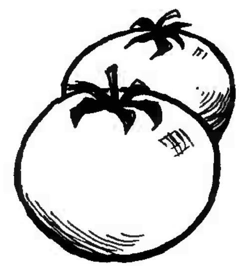
Grapes

Vegetable



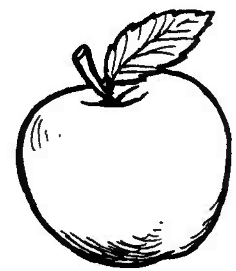
Cucumber

Vegetable



Tomatoes

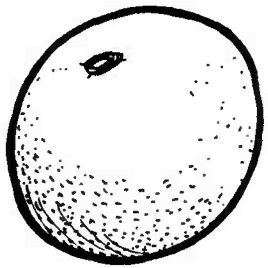
Fruit



Apple

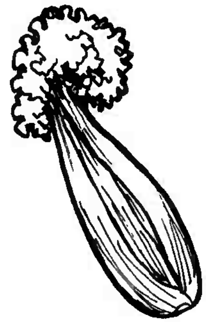
Cards to accompany Lesson IX (page 2 of 6 pages)

Fruit



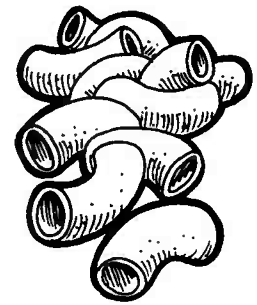
Orange

Vegetable



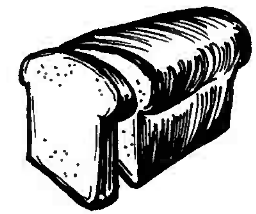
Celery

Grain



Macaroni

Grain



Loaf of Bread

Vegetable



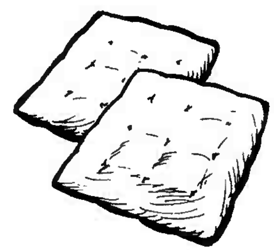
Lettuce

Vegetable



Carrots

Grain



Crackers

Grain



Rice

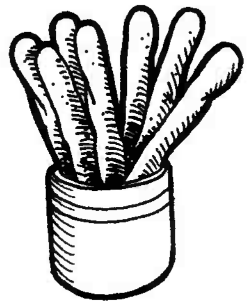
Cards to accompany Lesson IX (page 3 of 6 pages)

Grain



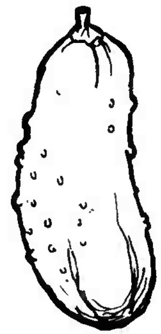
Box of Oatmeal

Grain



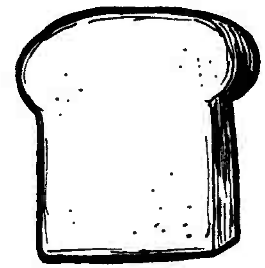
Bread Sticks

Vegetable



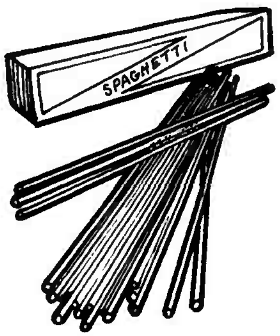
Cucumber

Grain



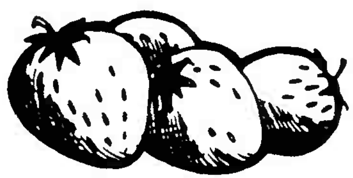
Slice of Bread

Grain



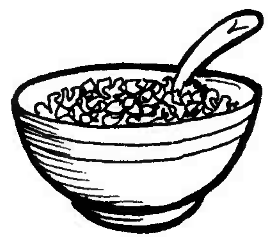
Spaghetti

Fruit



Strawberries

Grain



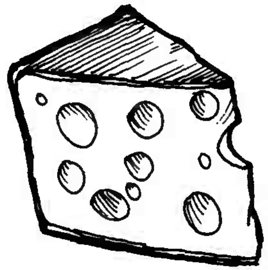
Bowl of Cereal

Grain



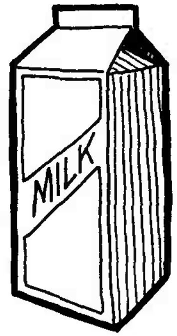
Roll

Dairy



Wedge of Cheese

Dairy



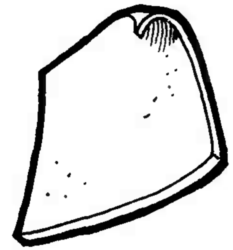
Carton of Milk

Dairy



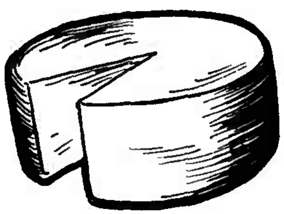
Cottage Cheese

Dairy



Slice of Cheese

Dairy



Cheese Round

Dairy



Cottage Cheese

Dairy



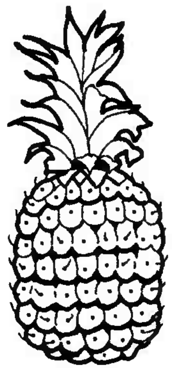
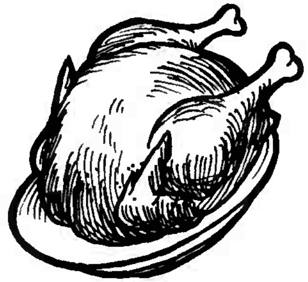
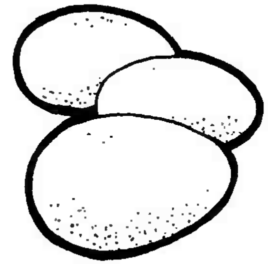
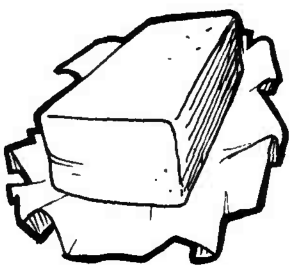
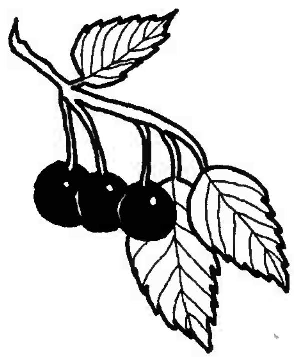
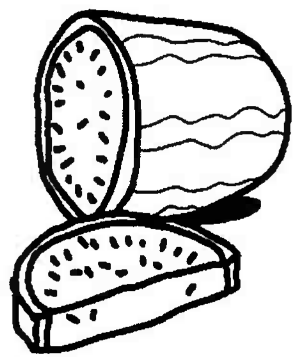
Yogurt

Dairy



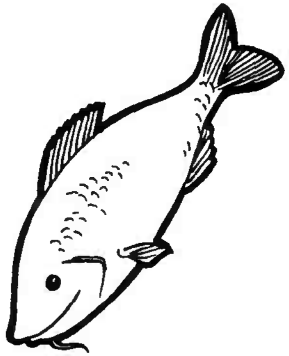
Bottle of Milk

Cards to accompany Lesson IX (page 5 of 6 pages)

Dairy  Glass of Milk	Fruit  Pineapple	Protein  Turkey	Protein  Eggs
Dairy  Block of Cream Cheese	Fruit  Cherries	Fruit  Watermelon	Protein  Peanut Butter

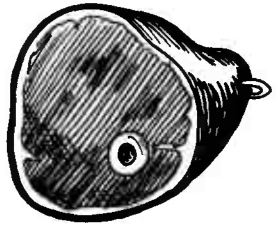
Cards to accompany Lesson IX (page 6 of 6 pages)

Protein



Fish

Protein



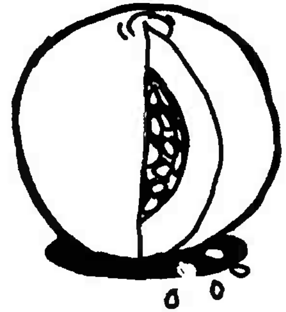
Ham

Protein



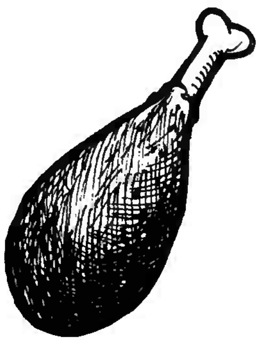
Pork Chop

Fruit



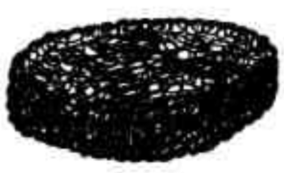
Cantaloupe

Protein



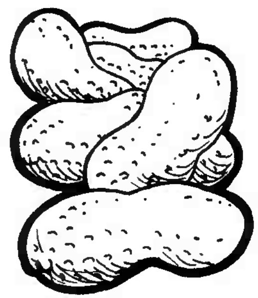
Chicken Leg

Protein



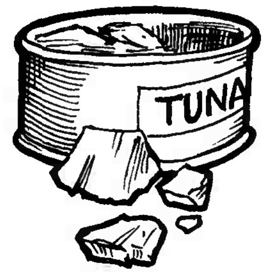
Hamburger

Protein



Peanuts

Protein



Tuna

Name ______________________ Date ______________________

NUTRITION SCORECARD

(To accompany Lesson X)

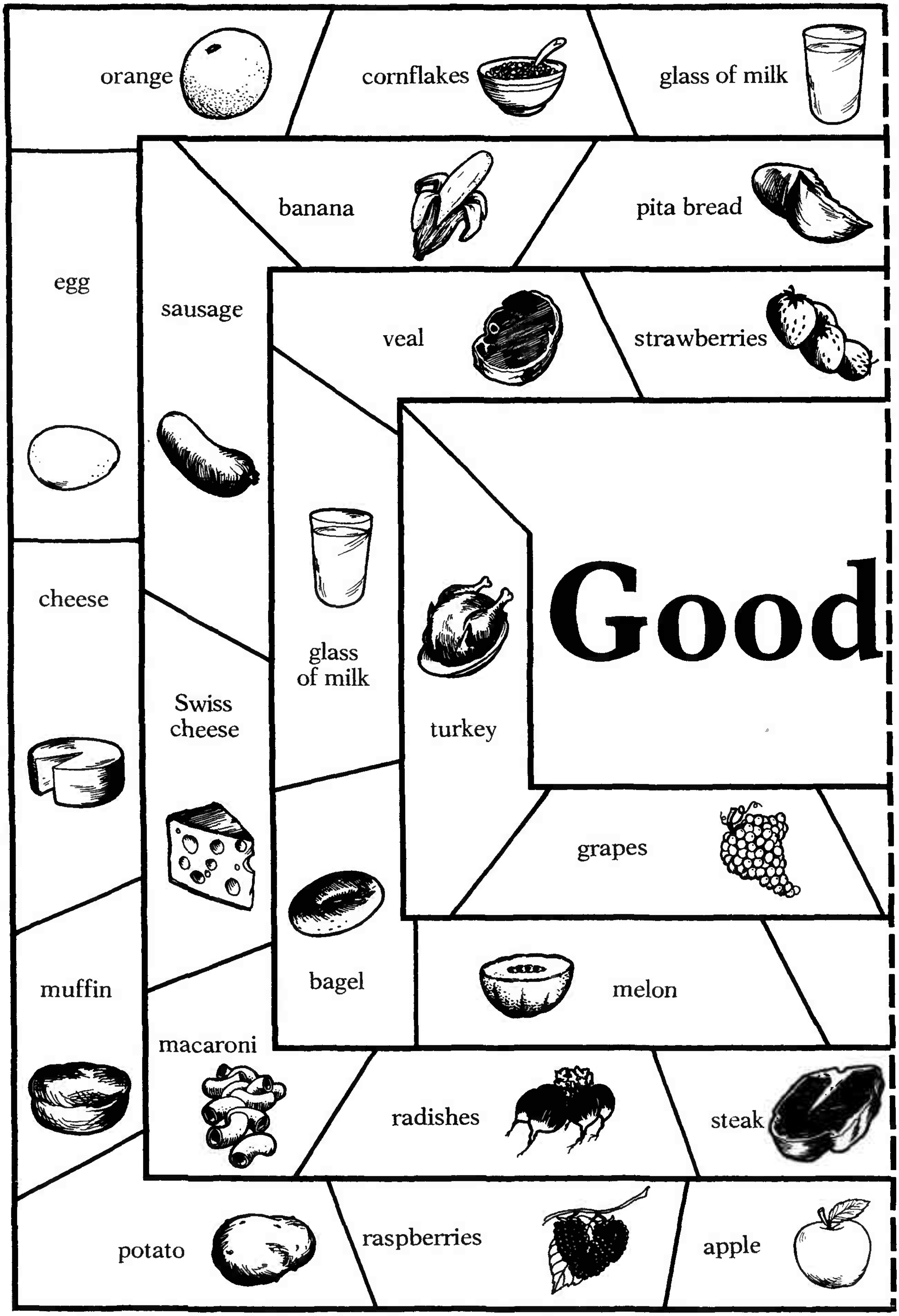
List the foods you ate yesterday under "Day 1." List the fruits, the vegetables, the grains, the dairy products, and the foods containing protein.

List foods you eat today under "Day 2." List the foods you eat tomorrow under "Day 3."

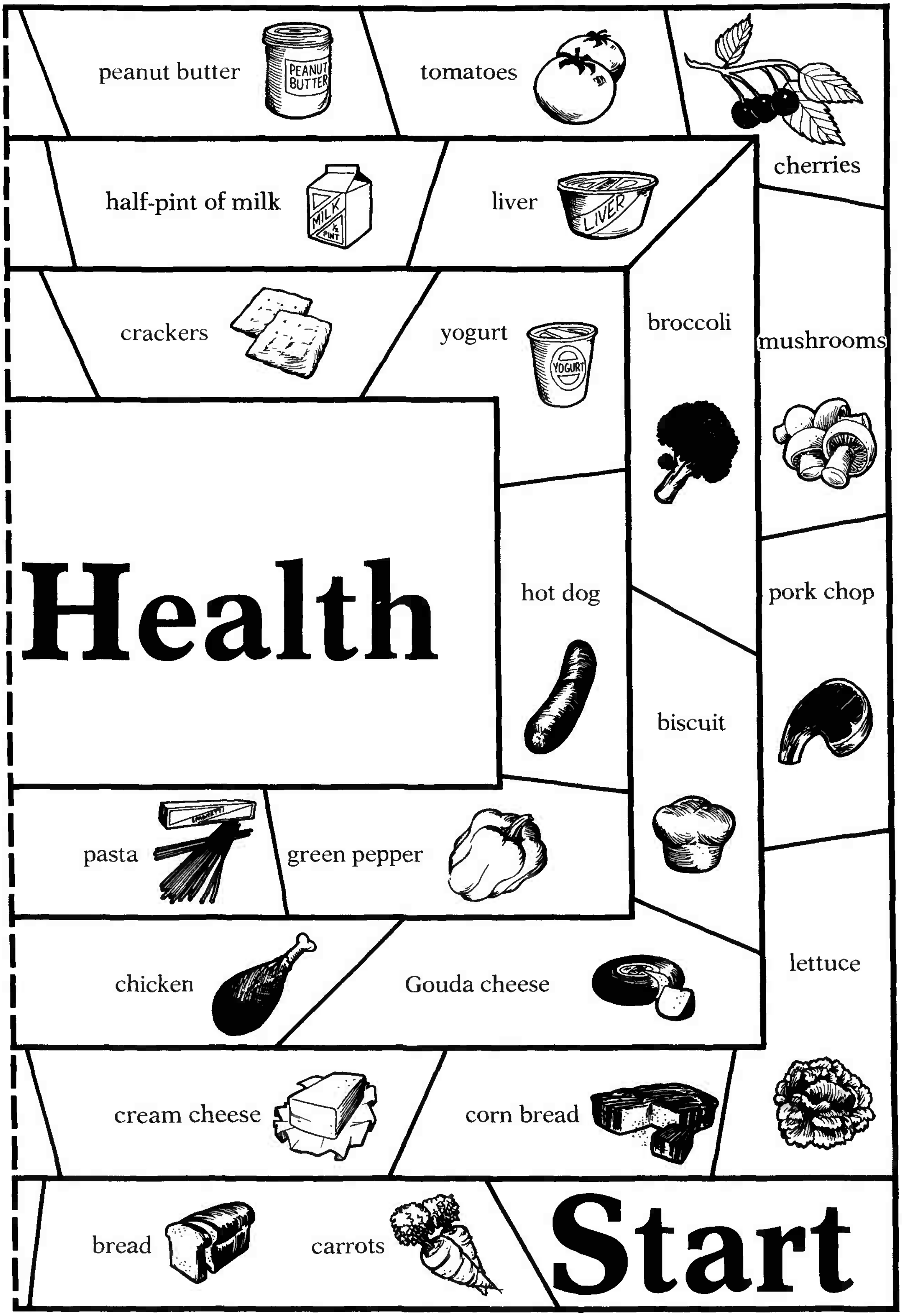
Add the number of servings in each group.

	Day 1	Day 2	Day 3
Vegetable	Number of Servings =	Number of Servings =	Number of Servings =
Fruit	Number of Servings =	Number of Servings =	Number of Servings =

Grains	Number of Servings =	Number of Servings =	Number of Servings =
Dairy	Number of Servings =	Number of Servings =	Number of Servings =
Protein	Number of Servings =	Number of Servings =	Number of Servings =



Board Game: Road to Good Health (To accompany Lesson XI)



Board Game: Road to Good Health (To accompany Lesson XI)

Name ______________________________ Date ______________

BALANCED MENUS

(To accompany Lesson XII)

Which of these menus contain foods from at least 4 of the food groups? Put a √ in the box beside each balanced menu. What could be added to the other menus to make them complete?

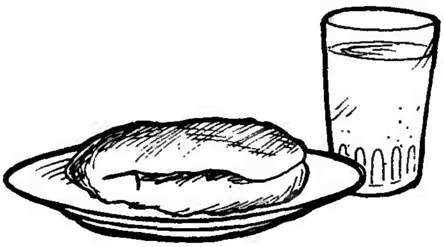
Roast Turkey Bread Stuffing Broccoli Squash Milk	Orange Juice Toast	Hamburger Bun Milkshake
English Muffin Sandwich with: Egg Ham Cheese	Pepper Steak Rice Tossed Salad Milk	Tuna Sandwich Milk
Deviled Egg Toasted Cheese Sandwich Apple	Macaroni and Cheese Hot Dog Green Beans	Kabobs with Beef, Tomato, and Green Peppers Potato Salad Milk

Name ______________________________ Date ______________________

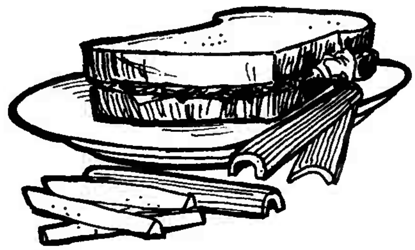
BALANCED MENUS

(To accompany Lesson XII)

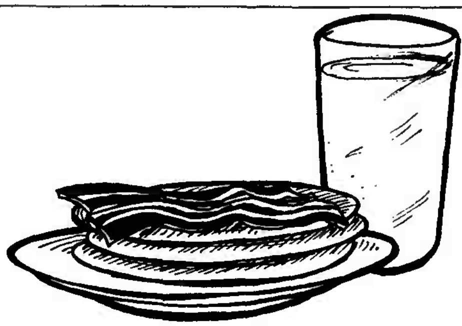
What can be added to each meal to make it a balanced meal?



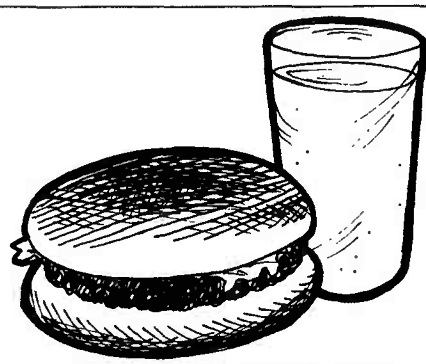
Orange Juice
Cheese Omelet



Tuna Sandwich
Vegetable Sticks



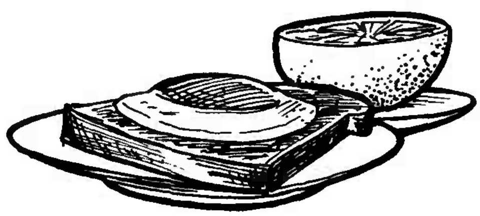
Pancakes
Bacon
Milk



Hamburger with Bun
Milk



Pork Chop
Glass of Milk
Rice



Poached Egg on Toast
$\frac{1}{2}$ Grapefruit

Name ______________________________ Date ______________________

COMPARISON SHOPPING

(To accompany Lesson XIII)

At Different Stores:

Product	Price at: ____________ (name of store)	Price at: ____________ (name of store)

In the Same Store:

Product	Price of name brand	Price of store brand

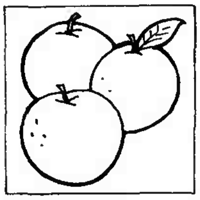
Student Recipes

APPLE CRISP (Used in Lesson XVI)

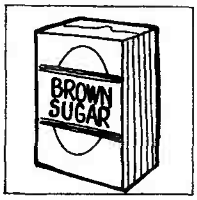
2 servings

Ingredients:

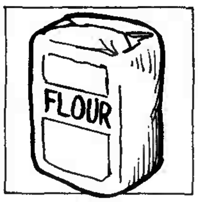
3 apples



½ cup brown sugar



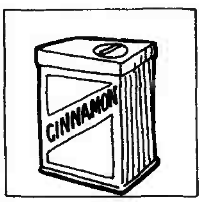
⅓ cup flour



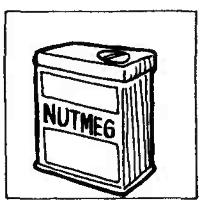
⅓ cup oatmeal



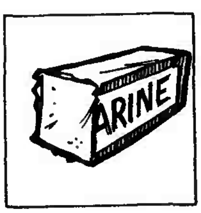
½ teaspoon cinnamon



½ teaspoon nutmeg

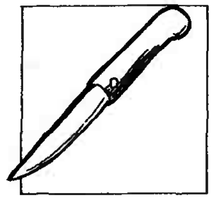


½ stick margarine
(softened)

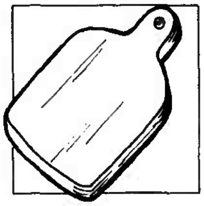


Utensils:

paring knife



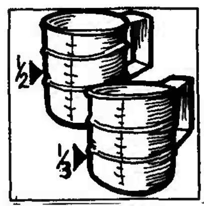
cutting board



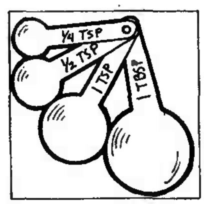
small bowl



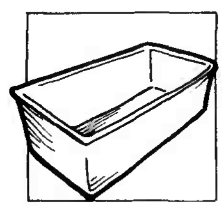
dry measuring cups
(⅓ cup and ½ cup)



measuring spoons



loaf pan



APPLE CRISP (continued)

Directions:

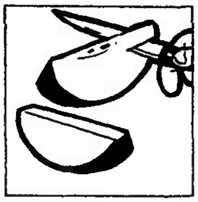
1. Heat oven to 375°.



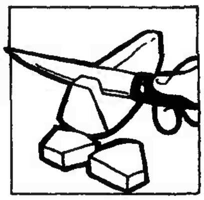
2. Cut apples into quarters.



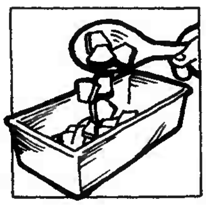
3. Cut out cores. Discard.



4. Slice apples.



5. Put apples in loaf pan.



6. Measure $\frac{1}{2}$ cup brown sugar into bowl.



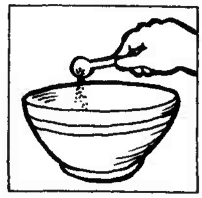
7. Measure $\frac{1}{3}$ cup flour into bowl.



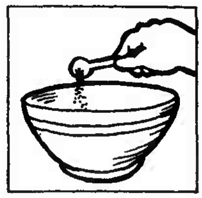
8. Measure $\frac{1}{3}$ cup oatmeal into bowl.



9. Measure $\frac{1}{2}$ teaspoon cinnamon into bowl.



10. Measure $\frac{1}{2}$ teaspoon nutmeg into bowl.



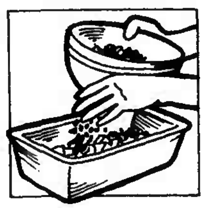
11. Add softened margarine.



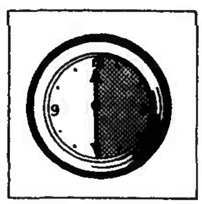
12. Use fingers to mix all ingredients together.



13. Sprinkle crumb mixture over apples.



14. Bake 30 minutes.

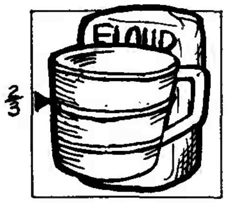


BISCUITS (Used in Lesson XVI)

4 biscuits

Ingredients:

⅔ cup of flour



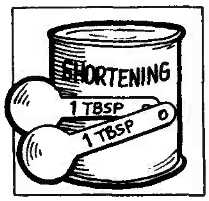
1 teaspoon baking powder



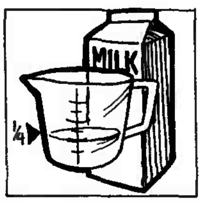
¼ teaspoon salt



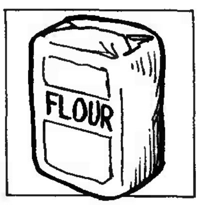
2 tablespoons shortening



¼ cup milk

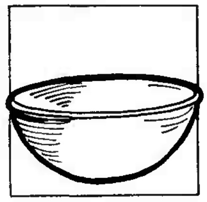


extra flour

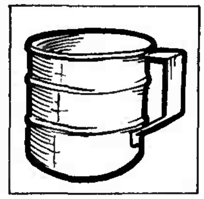


Utensils:

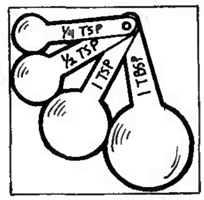
medium bowl



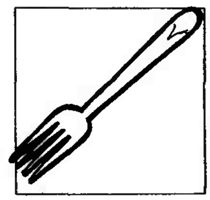
dry measuring cup (⅓ cup)



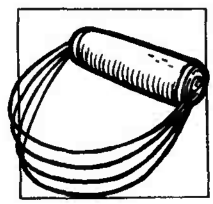
measuring spoons



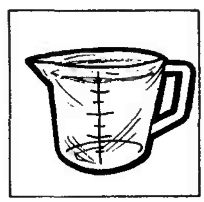
fork



pastry blender



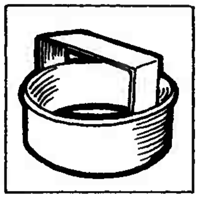
liquid measuring cup



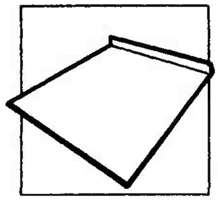
BISCUITS (continued)

Utensils:

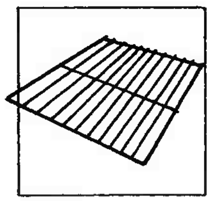
biscuit cutter



baking sheet



wire rack



Directions:

1. Heat oven to 450°.



2. Measure ⅔ cup flour into bowl.



3. Measure 1 teaspoon baking powder into bowl.



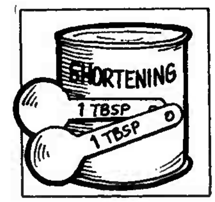
4. Measure ¼ teaspoon salt.



5. Use fork to mix ingredients.



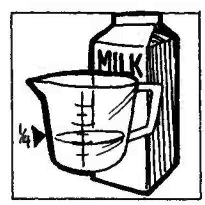
6. Measure 2 tablespoons shortening into bowl.



7. Use pastry blender to cut in.



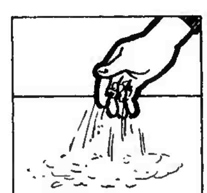
8. Measure ¼ cup milk into bowl.



9. Mix gently.



10. Sprinkle flour on counter.



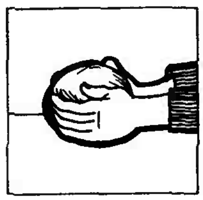
BISCUITS (continued)

Directions:

11. Place dough on floured surface.



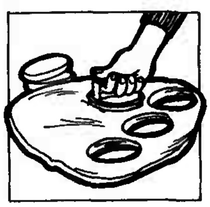
12. Form dough into ball.



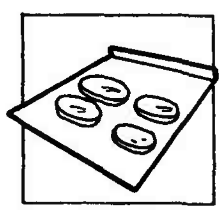
13. Flatten dough to $\frac{1}{2}$-inch thickness.



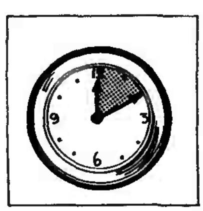
14. Cut biscuits.



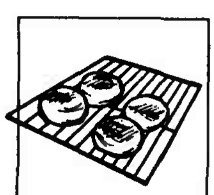
15. Place on baking sheet.



16. Bake 10 minutes.



17. Cool on wire rack.

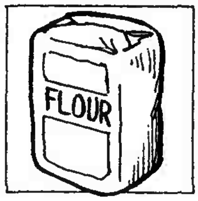


BLUEBERRY MUFFINS (Used in Lesson VI)

6 Muffins

Ingredients:

3/4 cup flour



1/4 cup sugar



1 tablespoon baking powder



1/4 teaspoon baking soda



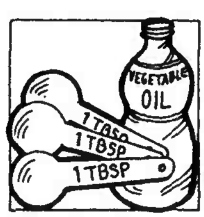
1/4 teaspoon salt



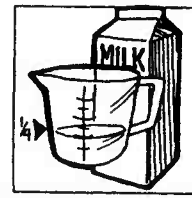
1/2 cup blueberries



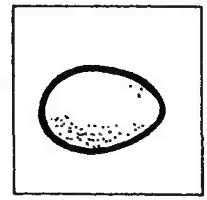
3 tablespoons vegetable oil



1/4 cup milk

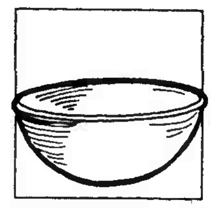


1 egg

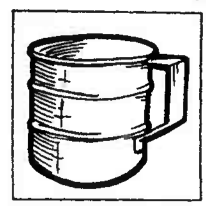


Utensils:

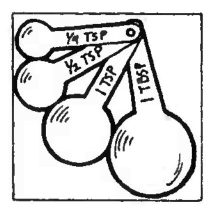
medium bowl



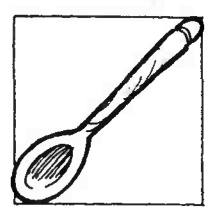
dry measuring cup



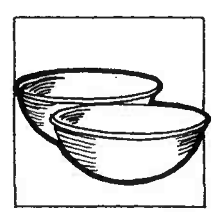
measuring spoons



mixing spoon



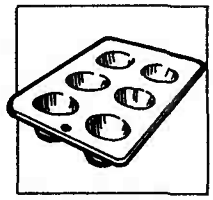
2 small bowls



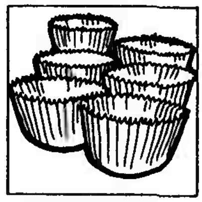
BLUEBERRY MUFFINS (continued)

Utensils:

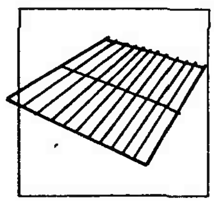
muffin tin that holds 6



paper muffin cups



wire rack



Directions:

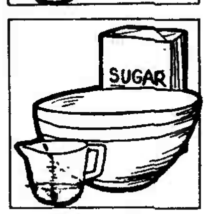
1. Heat oven to 375°.



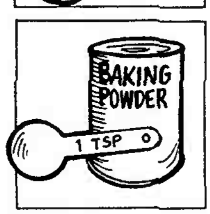
2. Measure ¾ cup flour into medium bowl



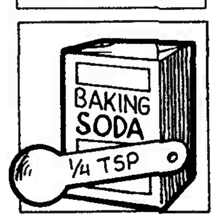
3. Measure ¼ cup sugar into medium bowl.



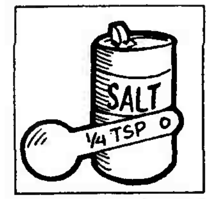
4. Measure 1 tablespoon baking powder into medium bowl.



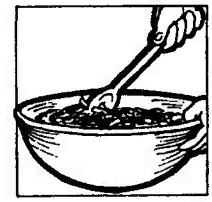
5. Measure ¼ teaspoon baking soda into medium bowl.



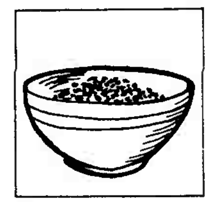
6. Measure ¼ teaspoon salt into medium bowl.



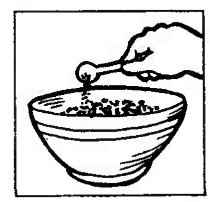
7. Mix dry ingredients together.



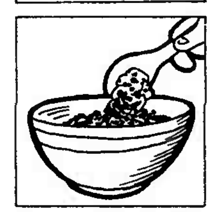
8. Put blueberries in a small bowl.



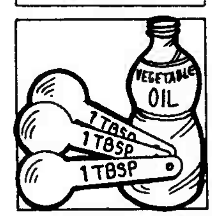
9. Measure 1 tablespoon of dry ingredients and sprinkle over blueberries.



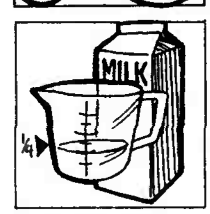
10. Gently stir blueberries to coat them with flour.



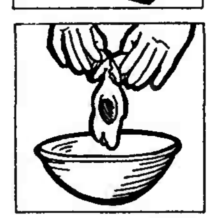
11. Measure 3 tablespoons vegetable oil into other small bowl.



12. Measure ¼ cup milk into bowl with vegetable oil.



13. Add egg to bowl with corn oil and milk.



BLUEBERRY MUFFINS (continued)

Directions:

14. Stir liquid ingredients together.



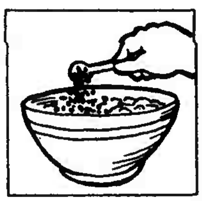
15. Pour liquid ingredients into bowl with dry ingredients.



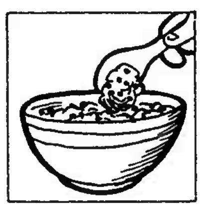
16. Mix just until blended. Do not beat.



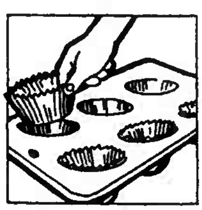
17. Add floured berries to mixture.



18. Gently fold in blueberries.



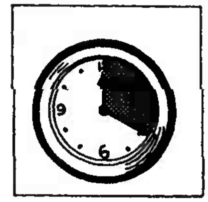
19. Put paper liners in muffin tin.



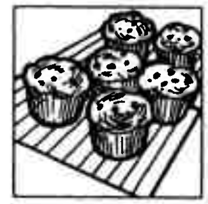
20. Spoon muffin mixture into 6 cups.



21. Bake 20 minutes or until lightly browned.



22. Cool muffins on rack.

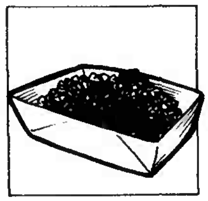


CHEESEBURGERS IN A BUN (Used in Lesson XV)

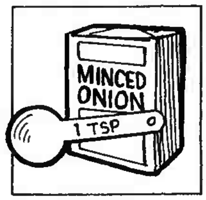
2 servings

Ingredients:

½ pound hamburger



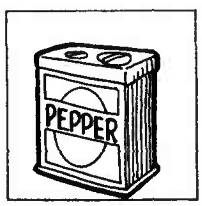
1 teaspoon minced onion



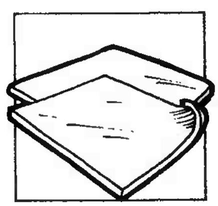
¼ teaspoon salt



pepper



2 slices American cheese

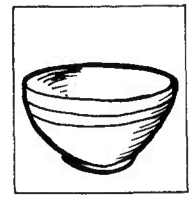


2 hamburger buns

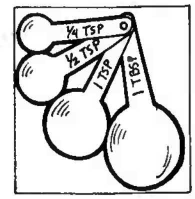


Utensils:

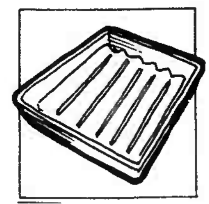
small bowl



measuring spoons



broiler pan

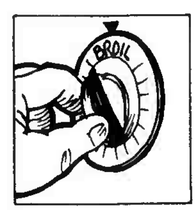


spatula



Directions:

1. Heat broiler.



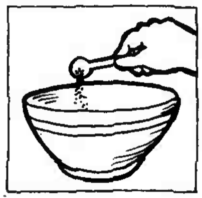
CHEESEBURGERS IN A BUN (continued)

Directions:

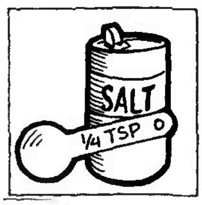
2. Place hamburger in bowl.



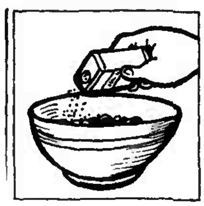
3. Measure 1 teaspoon minced onion into bowl.



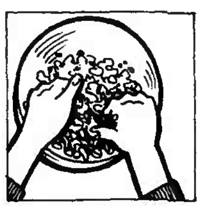
4. Measure ¼ teaspoon salt into bowl.



5. Sprinkle pepper into bowl.



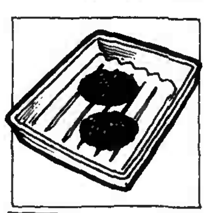
6. Use fingers to mix well.



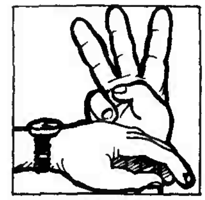
7. Shape into 2 patties.



8. Place patties on broiler pan.



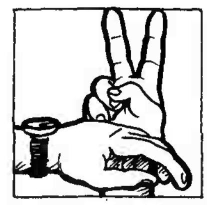
9. Broil 3 minutes.



10. Turn patties over, using spatula.



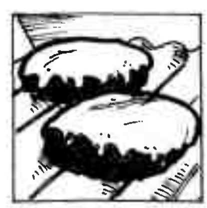
11. Broil 2 minutes.



12. Place 1 slice cheese on each patty.



13. Broil until cheese melts.



14. Place patties in rolls, using spatula.



COLESLAW (Used in Lesson XV)

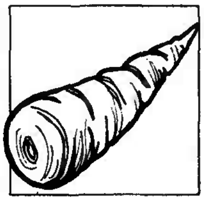
2 servings

Ingredients:

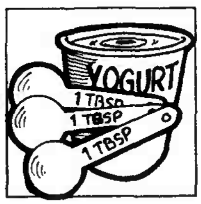
¼ small head cabbage



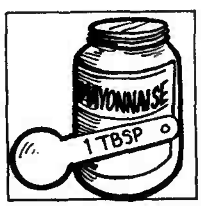
1 carrot



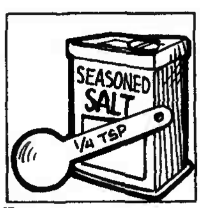
3 tablespoons yogurt



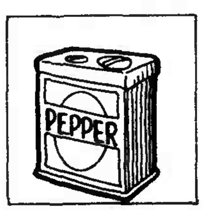
1 tablespoon mayonnaise



¼ teaspoon seasoned salt

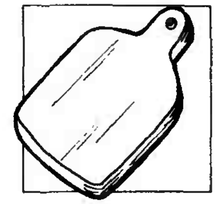


pepper

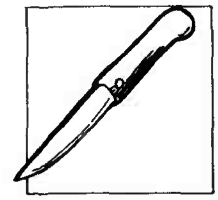


Utensils:

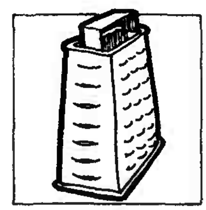
cutting board



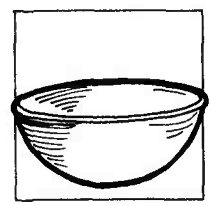
paring knife



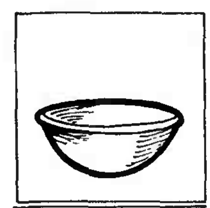
grater



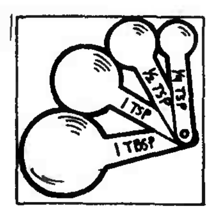
medium bowl



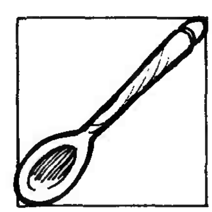
small bowl



measuring spoons



spoon



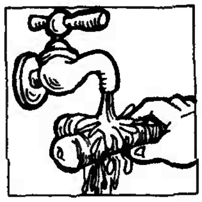
COLESLAW (continued)

Directions:

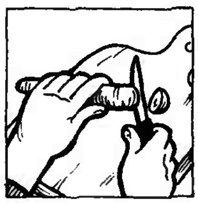
1. Grate cabbage into medium bowl.



2. Wash carrots.



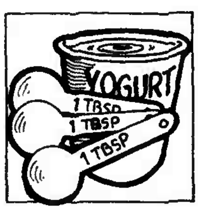
3. Cut off ends of carrot. Discard.



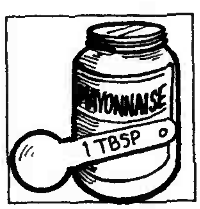
4. Grate carrot into medium bowl.



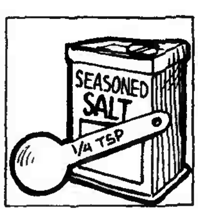
5. Measure 3 tablespoons yogurt into small bowl.



6. Measure 1 tablespoon mayonnaise into small bowl.



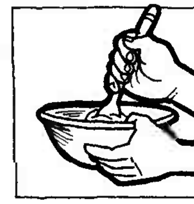
7. Measure ¼ teaspoon seasoned salt into small bowl.



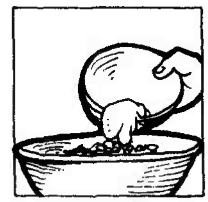
8. Sprinkle with pepper.



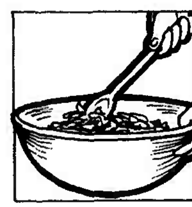
9. Mix ingredients to make dressing.



10. Pour dressing over vegetables.



11. Mix well.



CORN MUFFINS (Used in Lesson II)

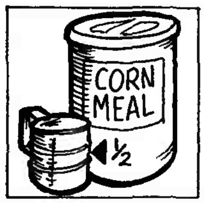
6 muffins

Ingredients:

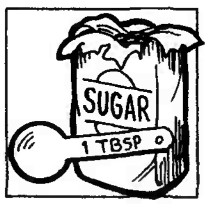
½ cup flour



½ cup cornmeal



1 tablespoon sugar



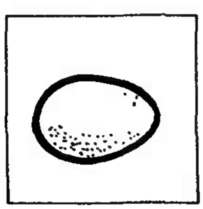
1½ teaspoons baking powder



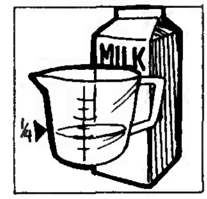
½ teaspoon salt



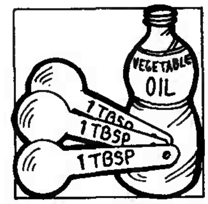
1 small egg



¼ cup milk

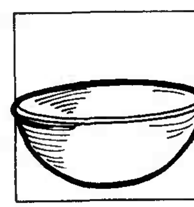


3 tablespoons vegetable oil

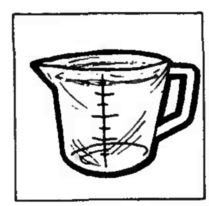


Utensils:

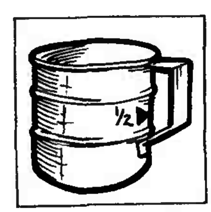
medium bowl



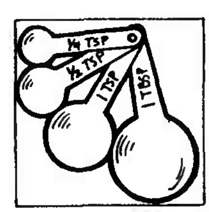
liquid measuring cup



dry measuring cup (½ cup)



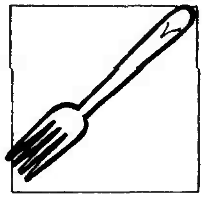
measuring spoons



CORN MUFFINS (continued)

Utensils:

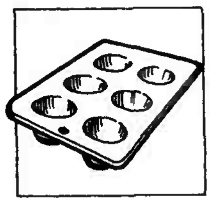
fork



small bowl



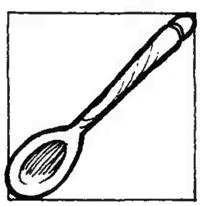
muffin tin



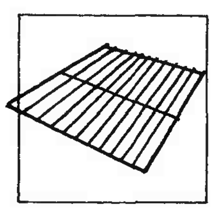
paper muffin cups



spoon

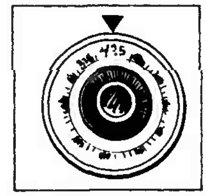


wire rack

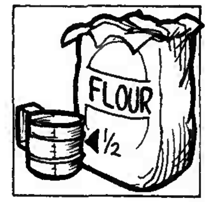


Directions:

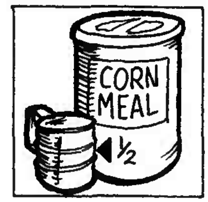
1. Heat oven to 425°.



2. Measure ½ cup flour into medium bowl.



3. Measure ½ cup corn-meal into medium bowl.



4. Measure 1 table-spoon sugar into medium bowl.



5. Measure 1½ tea-spoons baking powder into medium bowl.



6. Measure ½ teaspoon salt into medium bowl.



CORN MUFFINS (continued)

Directions:

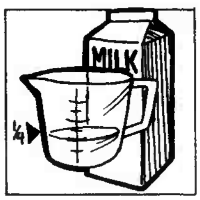
7. Use fork to mix ingredients in medium bowl.



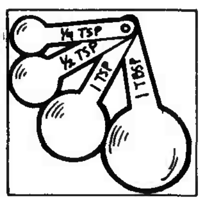
8. Break egg into small bowl.



9. Measure ¼ cup milk into small bowl.



10. Measure 3 tablespoons vegetable oil into small bowl.



11. Use fork to mix ingredients in small bowl.



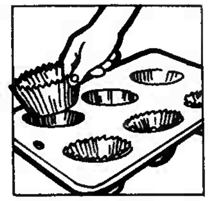
12. Pour egg mixture into medium bowl.



13. Use fork to mix ingredients in medium bowl.



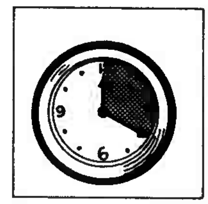
14. Put paper liners in muffin tin.



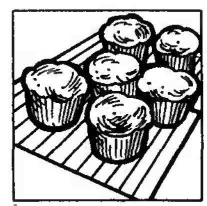
15. Spoon batter into muffin tin.



16. Bake 20 minutes.



17. Cool muffins on rack.

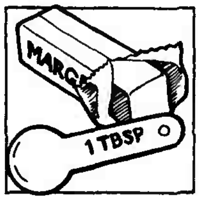


CRUNCHY TUNA CASSEROLE (Used in Lesson X)

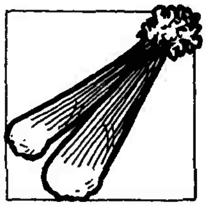
2 servings

Ingredients:

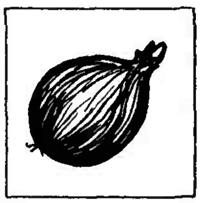
1 tablespoon margarine



2 stalks celery



1 small onion



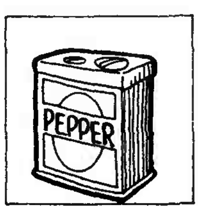
1 can tuna



½ cup condensed celery soup



pepper

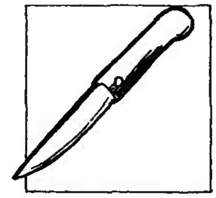


1 cup chow mein noodles

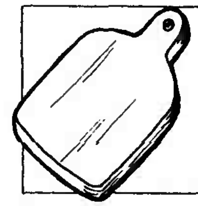


Utensils:

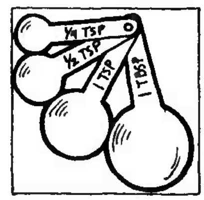
paring knife



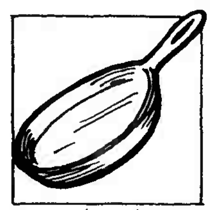
cutting board



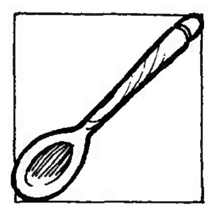
measuring spoons



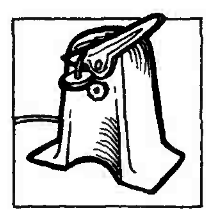
skillet



wooden spoon



can opener



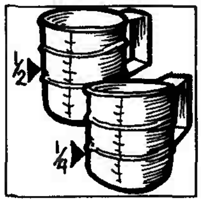
CRUNCHY TUNA CASSEROLE (continued)

Utensils:

liquid measuring cup



dry measuring cups ($^1/_2$ cup and $^1/_4$ cup)



Small casserole dish



Directions:

1. Heat oven to 350°.



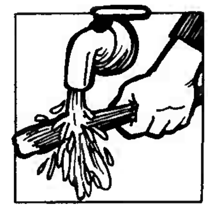
2. Peel onion.



3. Slice onion.



4. Wash celery.



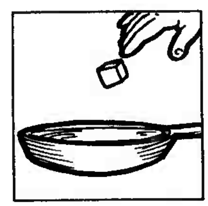
5. Cut off ends. Discard.



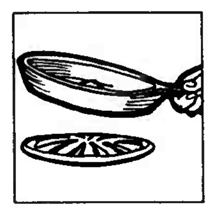
6. Slice celery.



7. Measure 1 tablespoon margarine into skillet.



8. Put pan over medium heat.



9. Add vegetables.



10. Open can of soup.



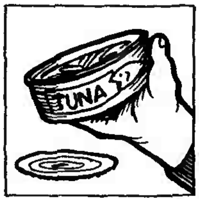
CRUNCHY TUNA CASSEROLE (continued)

Directions:

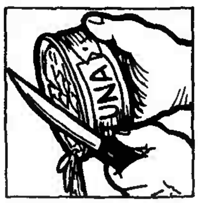
11. Add ½ cup soup to skillet.



12. Open can of tuna.



13. Drain tuna.



14. Add tuna to skillet.



15. Sprinkle with pepper.



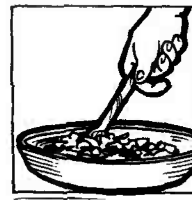
16. Mix ingredients.



17. Measure ¾ cup noodles into skillet.



18. Mix gently.



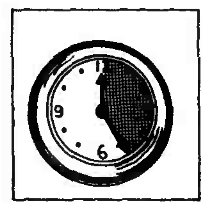
19. Pour mixture into casserole dish.



20. Sprinkle ¼ cup noodles over casserole.



21. Bake 25 minutes.

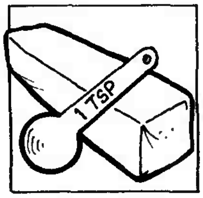


FISH IN FOIL (Used in Lesson XVI)

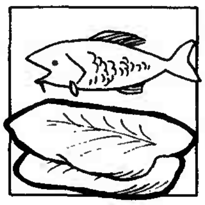
2 servings

Ingredients:

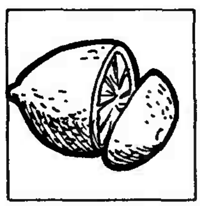
1 teaspoon margarine



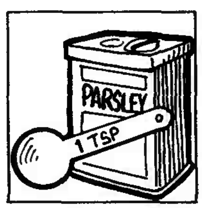
1 pound fish fillets



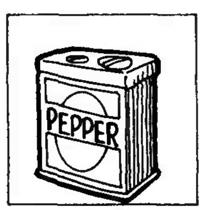
¼ lemon



1 teaspoon parsley

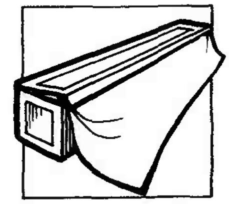


pepper

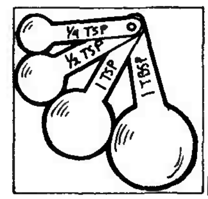


Utensils:

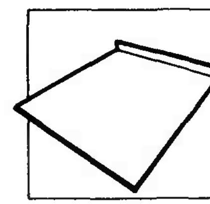
aluminum foil



measuring spoons



baking sheet

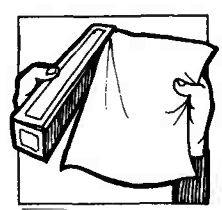


Directions:

1. Heat oven to 350°.



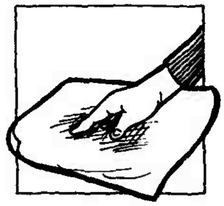
2. Tear off large rectangle of foil.



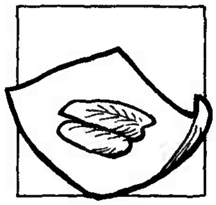
FISH IN FOIL (continued)

Directions:

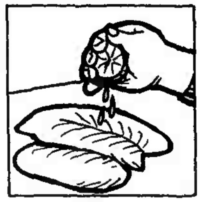
3. Grease center of foil with margarine.



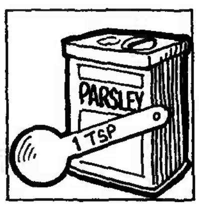
4. Place fish on foil.



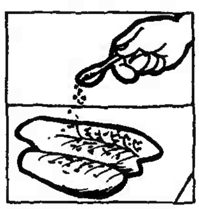
5. Squeeze lemon juice over fish.



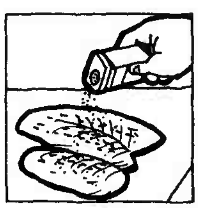
6. Measure 1 teaspoon parsley.



7. Sprinkle parsley over fish.



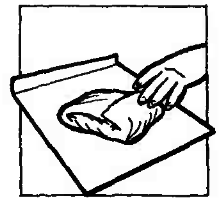
8. Sprinkle pepper over fish.



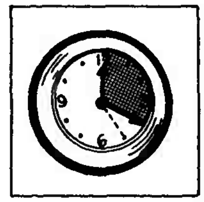
9. Fold edges of foil over fish.



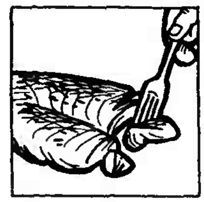
10. Place fish on baking sheet.



11. Bake 20–25 minutes.



12. Fish is cooked when it breaks apart easily with a fork.

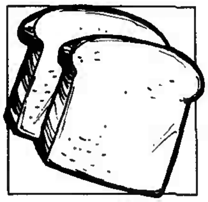


FRENCH TOAST WITH APPLESAUCE (Used in Lesson XIV)

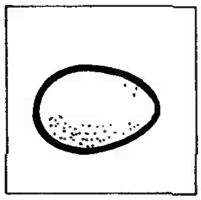
2 servings

Ingredients:

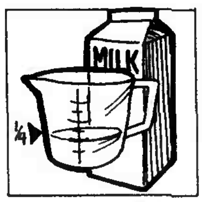
2 slices bread



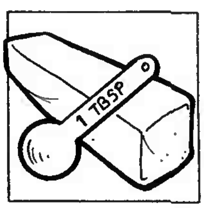
1 egg



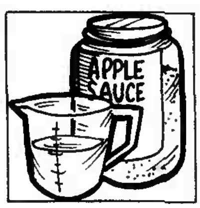
¼ cup milk



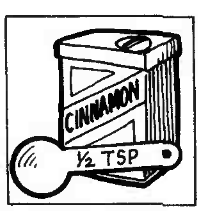
1 tablespoon margarine



½ cup applesauce

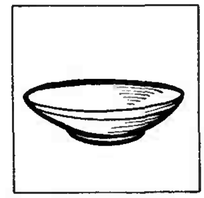


½ teaspoon cinnamon

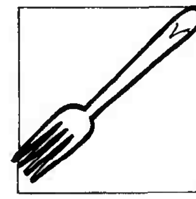


Utensils:

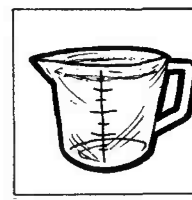
large soup bowl



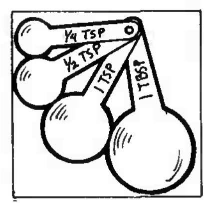
fork



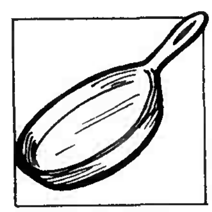
liquid measuring cup



measuring spoons



skillet



spatula



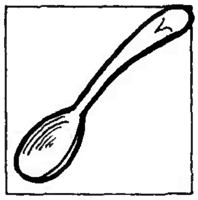
FRENCH TOAST WITH APPLESAUCE (continued)

Utensils:

small bowl



spoon

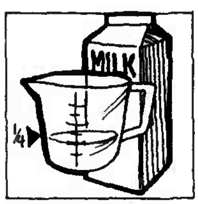


Directions:

1. Break egg into soup bowl.



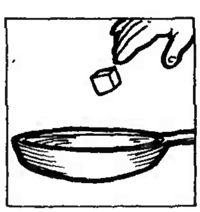
2. Measure ¼ cup milk into bowl.



3. Mix with fork.



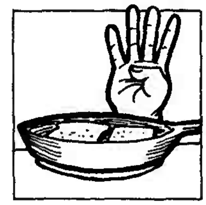
4. Melt margarine in the skillet.



5. Dip bread in egg mixture.



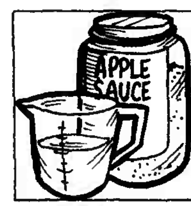
6. Cook in a medium heat skillet until brown (about 4 minutes).



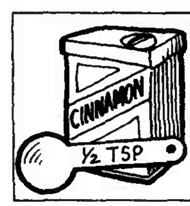
7. Turn with spatula and cook other side.



8. Measure ½ cup applesauce into small bowl.



9. Measure ½ teaspoon cinnamon into small bowl.



10. Mix well.



11. Spoon applesauce over French toast.

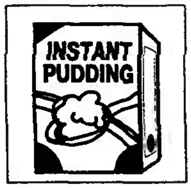


FRUIT PARFAITS (Used in Lesson VI)

4 servings

Ingredients:

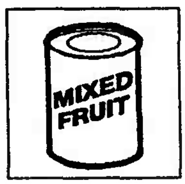
$1\frac{3}{4}$-ounce package instant pudding (vanilla or lemon)



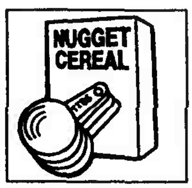
2 cups cold milk



18-ounce can mixed fruit

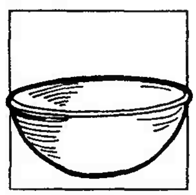


4 tablespoons nugget cereal

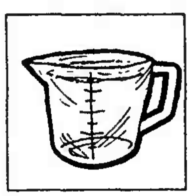


Utensils:

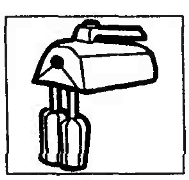
bowl



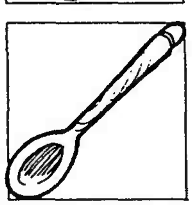
liquid measuring cup



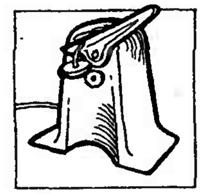
rotary mixer



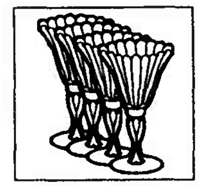
serving spoon



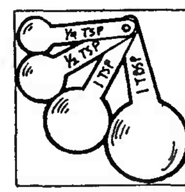
can opener



4 parfait glasses



measuring spoons



Directions:

1. Measure 2 cups cold milk into bowl.



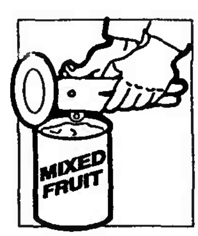
2. Add pudding mix.



3. Beat until well mixed.



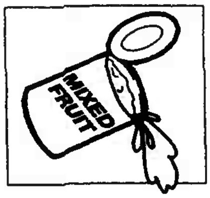
4. Open can of fruit.



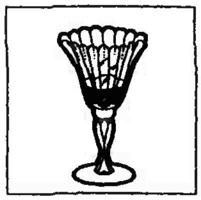
FRUIT PARFAITS (continued)

Directions:

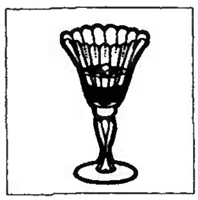
5. Drain liquid.



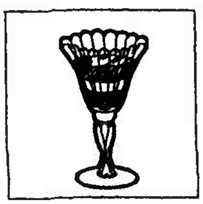
6. Place 2 spoonfuls of pudding into each parfait glass.



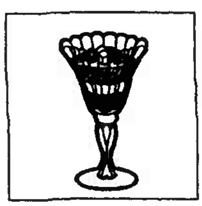
7. Place 1 spoon of fruit into each glass.



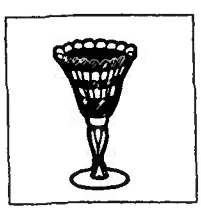
8. Place 2 more spoonfuls of pudding into each glass.



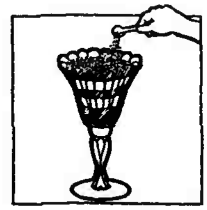
9. Add remaining fruit.



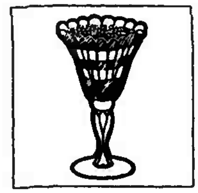
10. Add remaining pudding.



11. Sprinkle 1 tablespoon of cereal on top of pudding.



12. Pudding will be ready to eat in 5 minutes.



GRANOLA (Used in Lesson XI)

$1\frac{1}{2}$ cups

Ingredients:

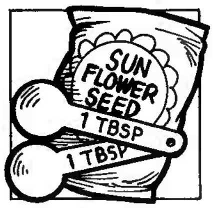
1 cup oatmeal



$\frac{1}{4}$ cup coconut



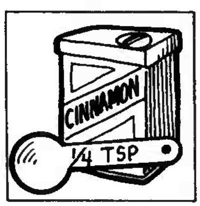
2 tablespoons sunflower seeds



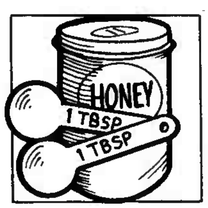
$\frac{1}{4}$ cup wheat germ



$\frac{1}{4}$ teaspoon cinnamon



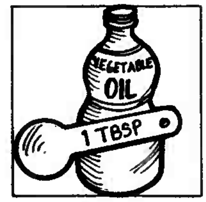
2 tablespoons honey



$\frac{1}{4}$ teaspoon vanilla

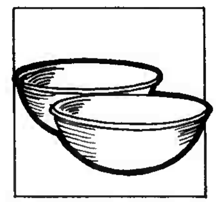


1 tablespoon vegetable oil

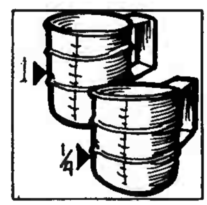


Utensils:

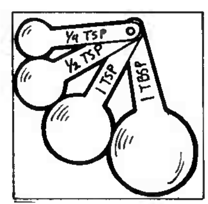
2 small bowls



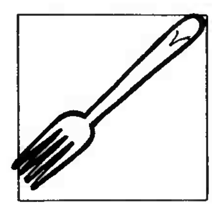
dry measuring cups (1 cup and $\frac{1}{4}$ cup)



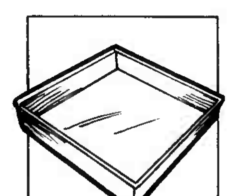
measuring spoons



fork



baking pan



GRANOLA (continued)

Utensils:

jar with cover

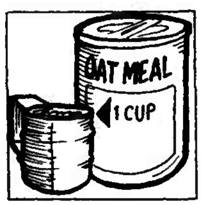


Directions:

1. Heat oven to 350°.



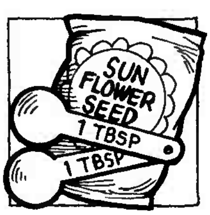
2. Measure 1 cup oatmeal into first bowl.



3. Measure ¼ cup coconut into first bowl.



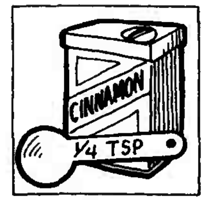
4. Measure 2 tablespoons sunflower seeds into first bowl.



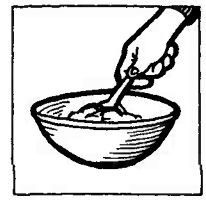
5. Measure ¼ cup wheat germ into first bowl.



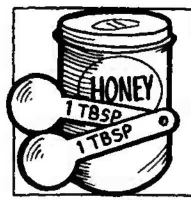
6. Measure ¼ teaspoon cinnamon into first bowl.



7. Mix with fork.



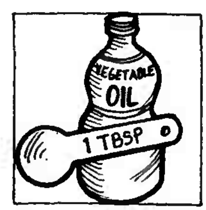
8. Measure 2 tablespoons honey into other small bowl.



9. Measure ¼ teaspoon vanilla into second bowl.



10. Measure 1 tablespoon vegetable oil into second bowl.



11. Mix well.



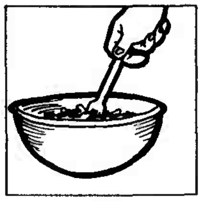
12. Pour wet ingredients into first bowl.



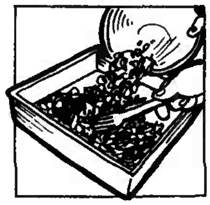
GRANOLA (continued)

Directions:

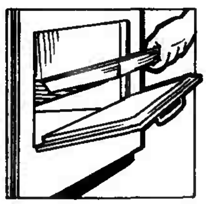
13. Mix together.



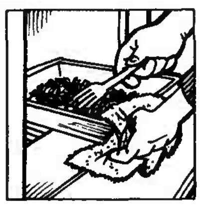
14. Spread in pan.



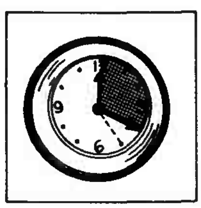
15. Put in oven.



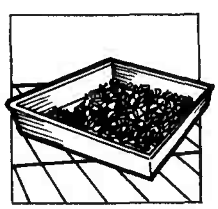
16. Stir every 5 minutes.



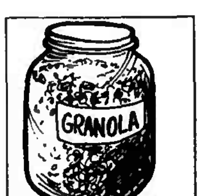
17. Bake 20–25 minutes.



18. Let cool.



19. Store in covered jar.



GREEN BEANS AND CHEESE (Used in Lesson XVI)

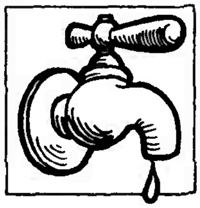
2 servings

Ingredients:

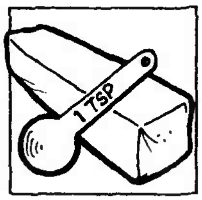
½ pound fresh green beans



water



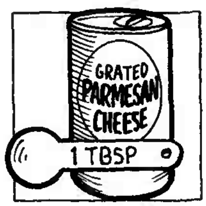
1 teaspoon margarine



1 tablespoon dried bread crumbs

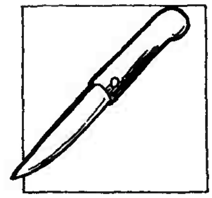


1 tablespoon grated Parmesan cheese

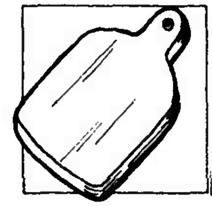


Utensils:

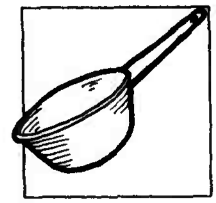
paring knife



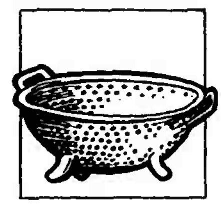
cutting board



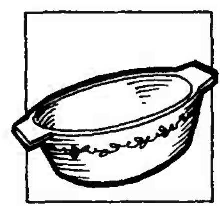
saucepan



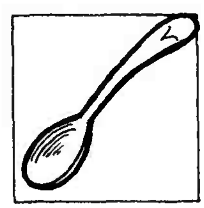
colander



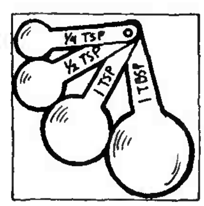
small casserole dish



spoon



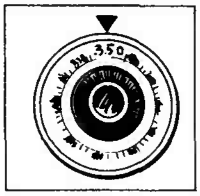
measuring spoons



GREEN BEANS AND CHEESE (continued)

Directions:

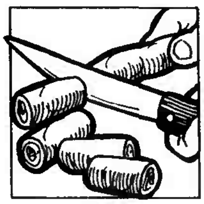
1. Heat oven to 350°.



2. Cut ends off beans. Discard.



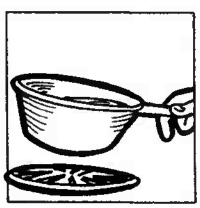
3. Cut beans into 1-inch pieces.



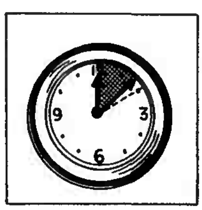
4. Put beans in saucepan and cover with water.



5. Place pan over medium heat. Bring to boil.



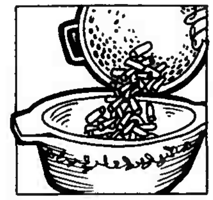
6. Cook 8–10 minutes.



7. Drain in colander.



8. Put beans in casserole dish.



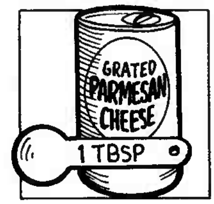
9. Measure 1 teaspoon margarine into saucepan. Melt margarine over medium heat. Turn off heat.



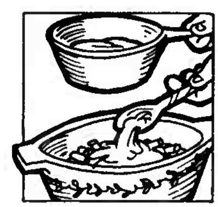
10. Measure 1 tablespoon bread crumbs into saucepan.



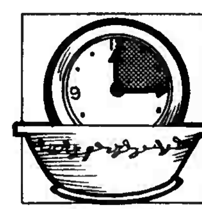
11. Measure 1 tablespoon Parmesan cheese into saucepan.



12. Mix and spoon over beans.



13. Bake casserole 15 minutes.

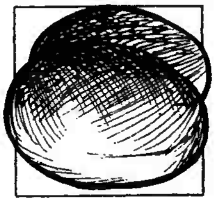


HOT SUB SANDWICH (Used in Lesson XV)

2 servings

Ingredients:

2 hard rolls



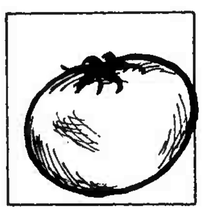
2 slices ham



2 slices mozzarella cheese



1 tomato

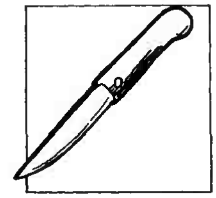


⅛ head lettuce

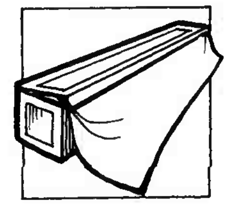


Utensils:

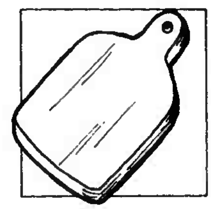
sharp knife



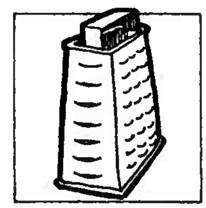
aluminum foil



cutting board

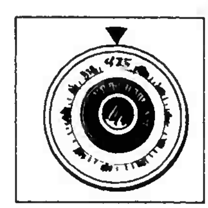


grater

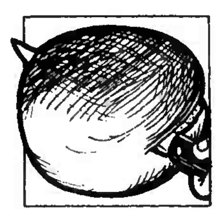


Directions:

1. Heat oven to 425°.



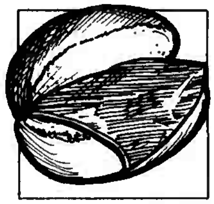
2. Cut rolls open.



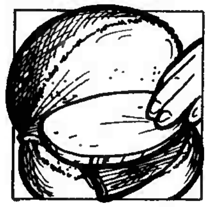
HOT SUB SANDWICH (continued)

Directions:

3. Place 1 slice ham in each roll.



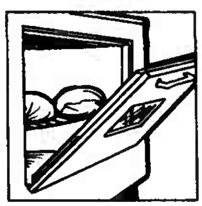
4. Place 1 slice cheese in each roll.



5. Wrap sandwiches in foil.



6. Heat sandwiches in oven 15 minutes.



7. Slice tomato.



8. Shred lettuce.



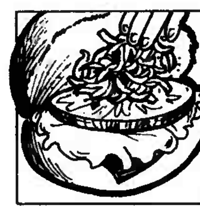
9. Open foil packets.



10. Add tomato to sandwiches.



11. Add lettuce to sandwiches.

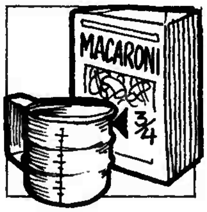


MACARONI AND CHEESE (Used in Lesson VIII)

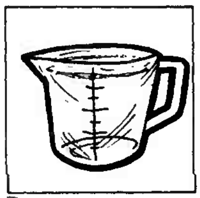
2 servings

Ingredients:

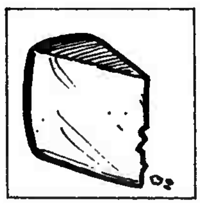
¾ cup macaroni



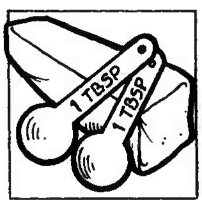
1 cup water



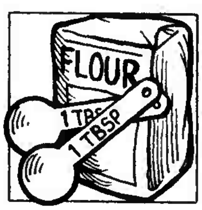
¼ pound American cheese



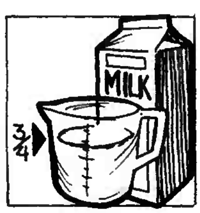
2 tablespoons margarine



2 tablespoons flour



¾ cup milk

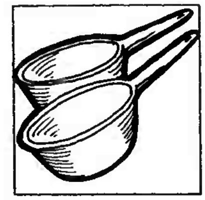


2 tablespoons bread crumbs

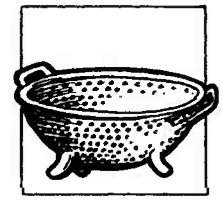


Utensils:

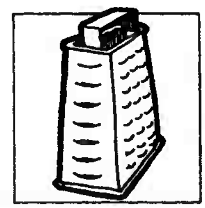
2 saucepans



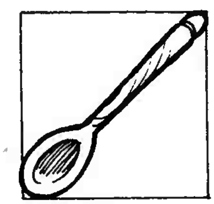
colander



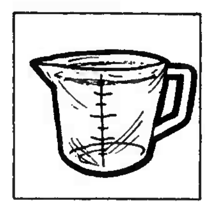
grater



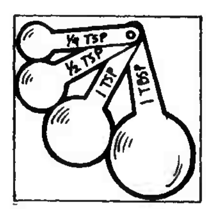
wooden spoon



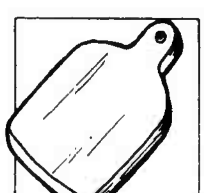
liquid measuring cup



measuring spoons



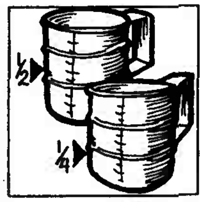
cutting board



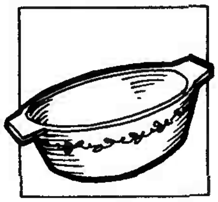
MACARONI AND CHEESE (continued)

Utensils:

dry measuring cups (½ cup and ¼ cup)



small casserole dish

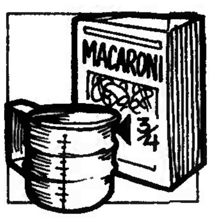


Directions:

1. Heat oven to 400°.



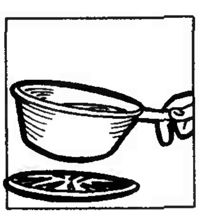
2. Measure ¾ cup macaroni into first saucepan.



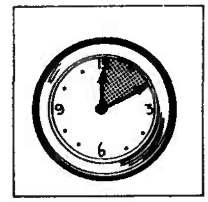
3. Measure 1 cup water into first saucepan.



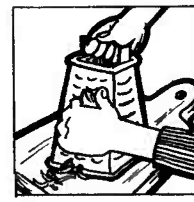
4. Put pan over heat.



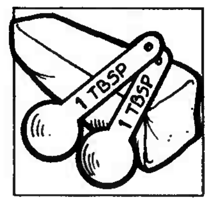
5. Heat to a boil. Cook 10 minutes.



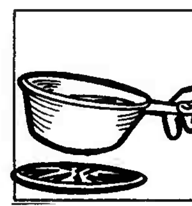
6. Grate cheese.



7. Measure 2 tablespoons margarine into second saucepan.



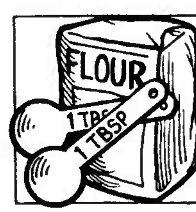
8. Put pan over heat.



9. Melt margarine.



10. Measure 2 tablespoons flour into second saucepan with margarine.



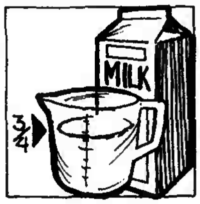
11. Stir with wooden spoon.



MACARONI AND CHEESE (continued)

Directions:

12. Measure $\frac{3}{4}$ cup milk.



13. Add milk to second saucepan a little at a time.



14. Stir after each addition.



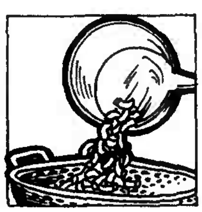
15. When sauce is thick, remove from heat.



16. Add grated cheese and stir.



17. Drain macaroni in colander.



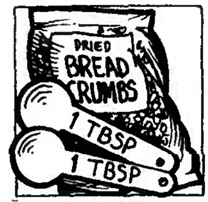
18. Put macaroni in casserole dish.



19. Pour cheese sauce over macaroni.



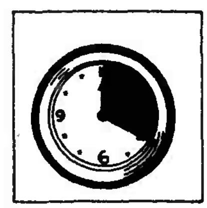
20. Measure 2 tablespoons bread crumbs.



21. Sprinkle bread crumbs over casserole.



22. Bake 20 minutes.



POTATO SALAD (Used in Lesson IV)

2 servings

Ingredients:

⅓ cup mayonnaise



1 teaspoon vinegar



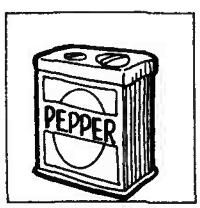
½ teaspoon salt



½ teaspoon mustard



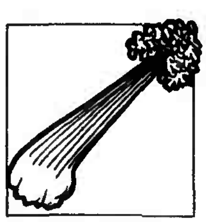
pepper



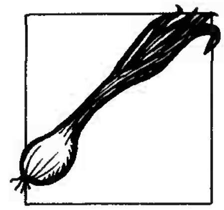
2 medium potatoes,
cooked



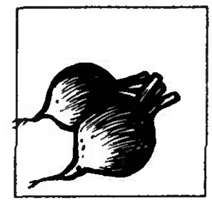
1 stalk celery



1 green onion

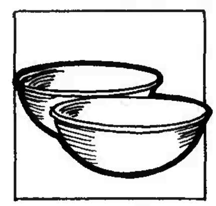


2 radishes

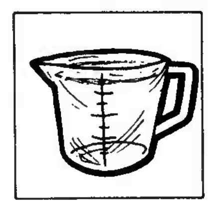


Utensils:

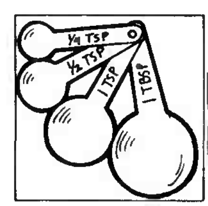
2 small bowls



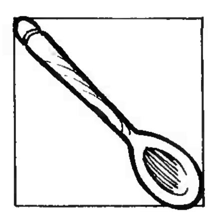
liquid measuring cup



measuring spoons



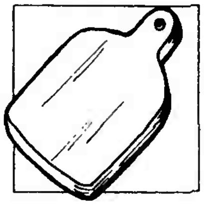
wooden spoon



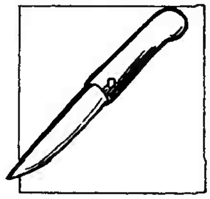
POTATO SALAD (continued)

Utensils:

cutting board



paring knife

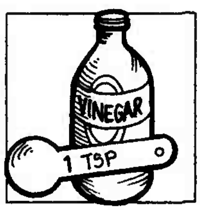


Directions:

1. Measure ⅓ cup mayonnaise into first small bowl.



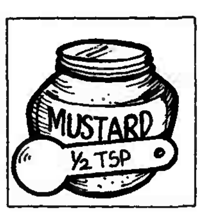
2. Measure 1 teaspoon vinegar into first bowl.



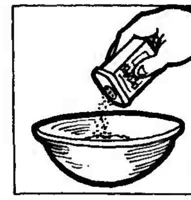
3. Measure ½ teaspoon salt into first bowl.



4. Measure ½ teaspoon mustard into first bowl.



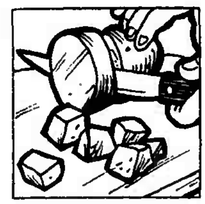
5. Sprinkle pepper into first bowl.



6. Stir all ingredients in first bowl.



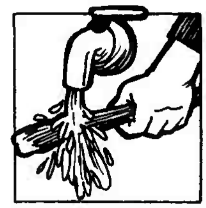
7. Cut potatoes in small pieces.



8. Put potatoes in second bowl.



9. Wash celery.



10. Cut off ends. Discard.



11. Slice celery.



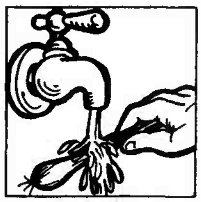
POTATO SALAD (continued)

Directions:

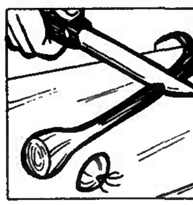
12. Add celery to second bowl.



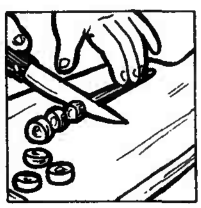
13. Wash green onion.



14. Cut off ends. Discard.



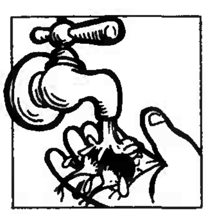
15. Slice green onion.



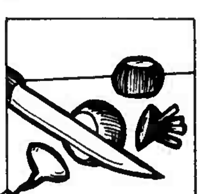
16. Add green onion to second bowl.



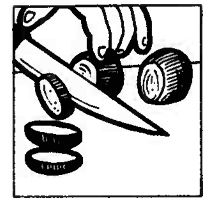
17. Wash radishes.



18. Cut off ends. Discard.



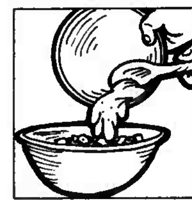
19. Slice radishes.



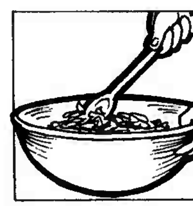
20. Add radishes to second bowl.



21. Add mayonnaise mixture to second bowl.



22. Mix all ingredients.

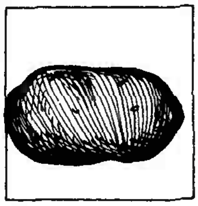


POTATO SOUP (Used in Lesson VIII)

2 servings

Ingredients:

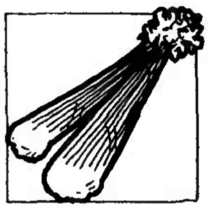
1 medium potato



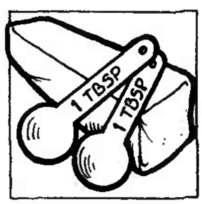
1 medium onion



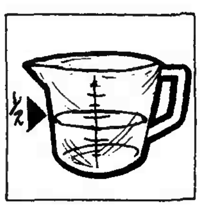
2 stalks celery



2 tablespoons margarine



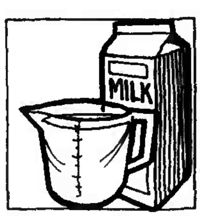
½ cup water



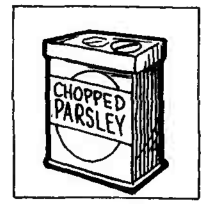
¼ teaspoon salt



1 cup milk

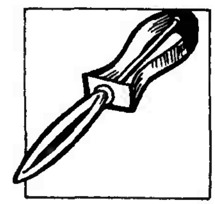


chopped parsley

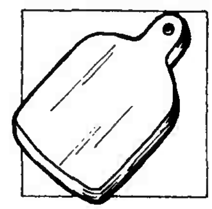


Utensils:

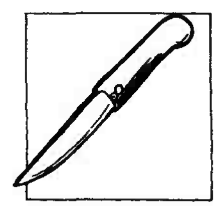
vegetable peeler



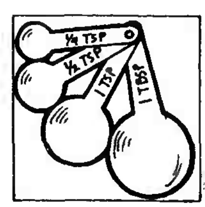
cutting board



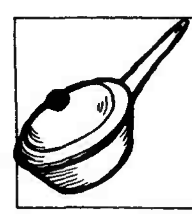
paring knife



measuring spoons



saucepan with cover



POTATO SOUP (continued)

Utensils:

liquid measuring cup



wooden spoon



blender



Directions:

1. Peel potato.



2. Slice potato.



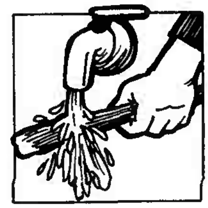
3. Peel onion.



4. Slice onion.



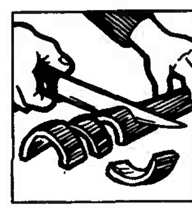
5. Wash celery.



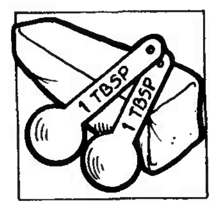
6. Cut off ends. Discard.



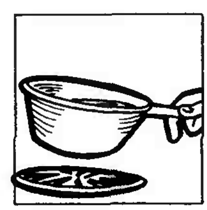
7. Slice celery.



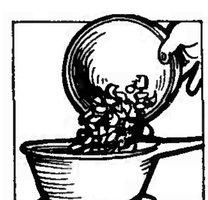
8. Measure 2 tablespoons margarine into saucepan.



9. Put saucepan over *medium* heat.



10. Add vegetables.



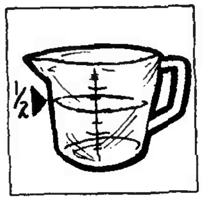
POTATO SOUP (continued)

Directions:

11. Stir 3 minutes.



12. Measure ½ cup water into saucepan.



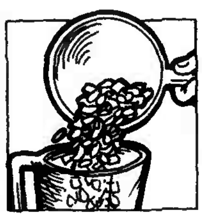
13. Measure ¼ teaspoon salt into saucepan.



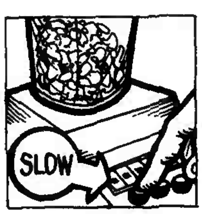
14. Cook 15 minutes with cover on.



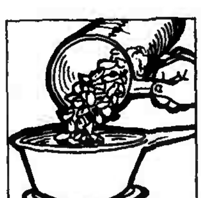
15. Put potato mixture into blender.



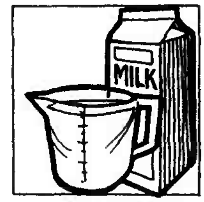
16. Starting with slow speed, blend until smooth.



17. Pour mixture back into saucepan.



18. Measure 1 cup milk into saucepan.



19. Heat and stir.



20. Pour into soup bowl. Sprinkle with parsley.

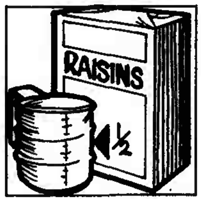


RAISIN COOKIES (Used in Lesson XI)

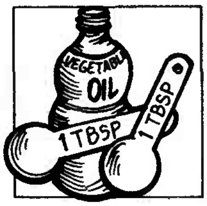
1 dozen cookies

Ingredients:

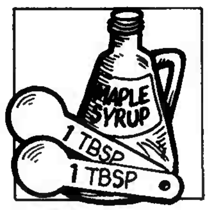
½ cup raisins



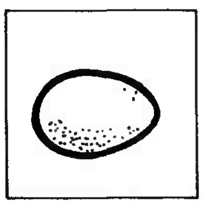
2 tablespoons vegetable oil



2 tablespoons maple syrup



1 small egg



¼ teaspoon vanilla



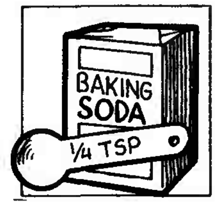
1 cup flour



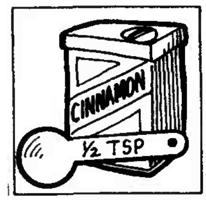
¼ teaspoon baking powder



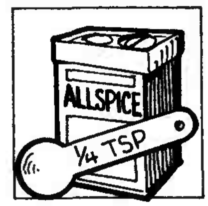
¼ teaspoon baking soda



½ teaspoon cinnamon



¼ teaspoon allspice

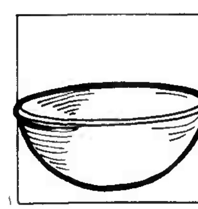


¼ cup wheat germ

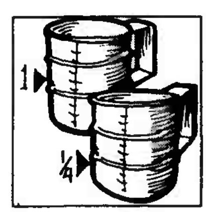


Utensils:

medium bowl



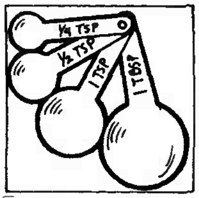
dry measuring cups (½ cup and ¼ cup)



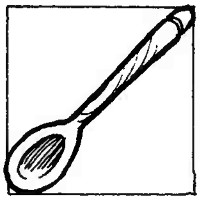
RAISIN COOKIES (continued)

Utensils:

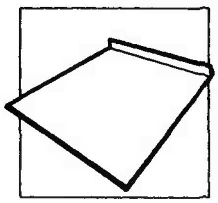
measuring spoons



wooden spoon



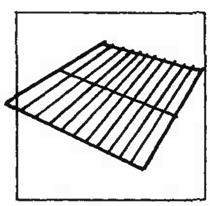
nonstick baking sheet



spatula

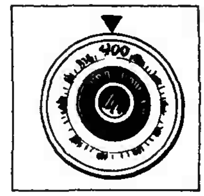


wire rack

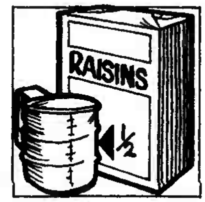


Directions:

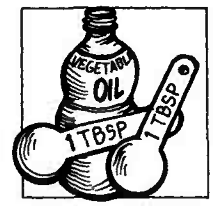
1. Heat oven to 400°.



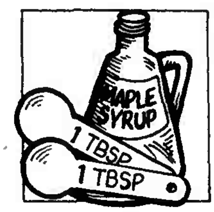
2. Measure 1/2 cup raisins into bowl.



3. Measure 2 table-spoons vegetable oil into bowl.



4. Measure 2 table-spoons maple syrup into bowl.



5. Break egg into bowl.



6. Measure 1/4 teaspoon vanilla into bowl.



7. Mix well.



RAISIN COOKIES (continued)

Directions:

8. Measure 1 cup flour into bowl.



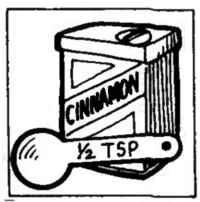
9. Measure ¼ teaspoon baking powder into bowl.



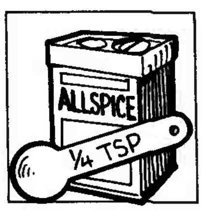
10. Measure ¼ teaspoon baking soda into bowl.



11. Measure ½ teaspoon cinnamon into bowl.



12. Measure ¼ teaspoon allspice into bowl.



13. Measure ¼ cup wheat germ into bowl.



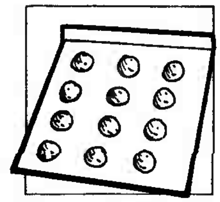
14. Mix well.



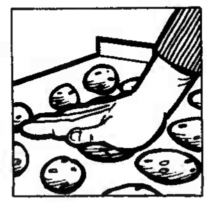
15. Measure spoonful of dough. Roll into ball.



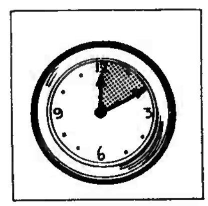
16. Place balls of cookie dough on baking sheet.



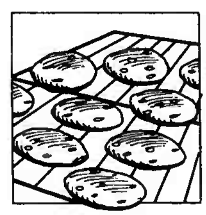
17. Flatten with hand.



18. Bake 10 minutes.



19. Cool cookies on wire rack.

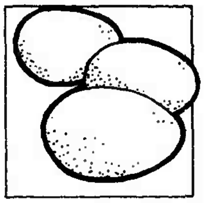


SCRAMBLED EGGS WITH CHEESE (Used in Lesson XIV)

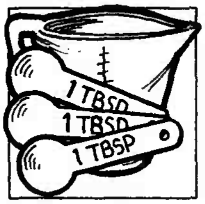
2 servings

Ingredients:

3 eggs



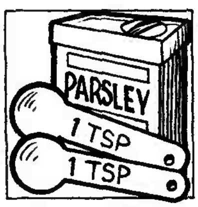
3 tablespoons water



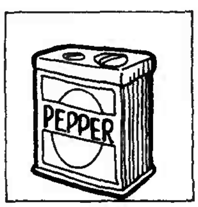
4 tablespoons grated cheese



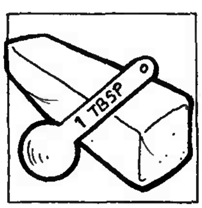
2 teaspoons parsley



pepper

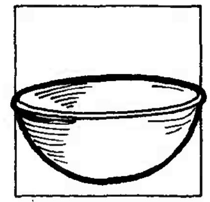


1 tablespoon margarine

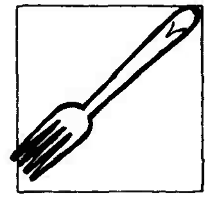


Utensils:

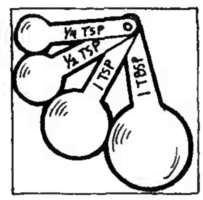
medium bowl



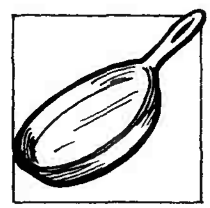
fork



measuring spoons



skillet



spatula



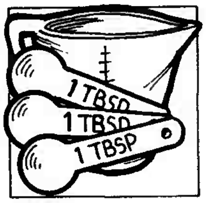
SCRAMBLED EGGS WITH CHEESE (continued)

Directions:

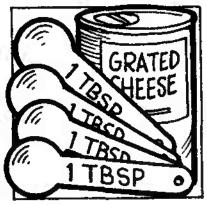
1. Break 3 eggs into bowl.



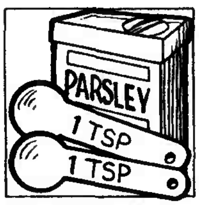
2. Measure 3 tablespoons water into bowl.



3. Measure 4 tablespoons grated cheese into bowl.



4. Measure 2 teaspoons parsley into bowl.



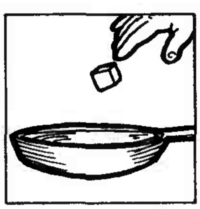
5. Sprinkle pepper into bowl.



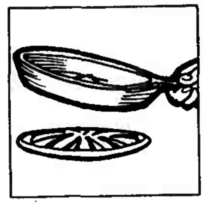
6. Use fork to stir well.



7. Measure 1 tablespoon margarine into skillet.



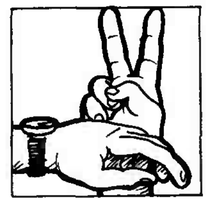
8. Place skillet over medium heat. Melt margarine.



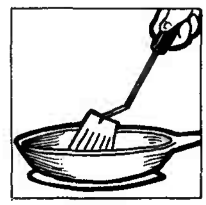
9. Pour egg mixture into skillet.



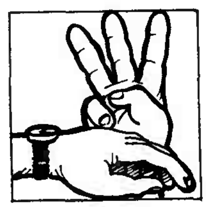
10. Cook 2 minutes.



11. Stir gently with spatula.



12. Cook 2–3 minutes longer.

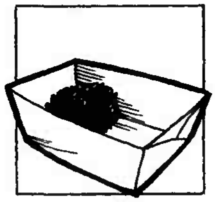


SLOPPY JOES (Used in Lesson X)

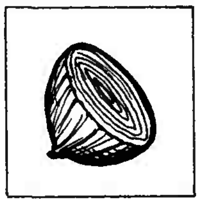
2 servings

Ingredients:

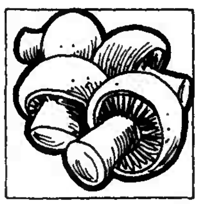
1/3 pound hamburger



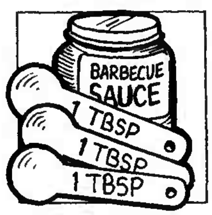
1/2 small onion



4 mushrooms



3 tablespoons
barbecue sauce



1 tablespoon chopped
parsley

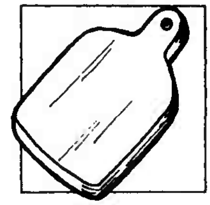


2 hamburger buns

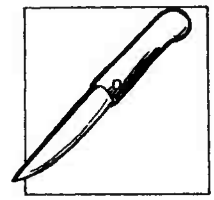


Utensils:

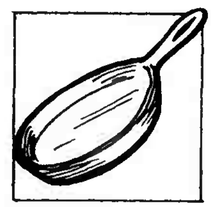
cutting board



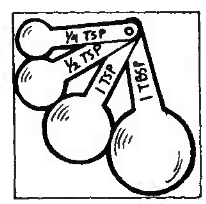
paring knife



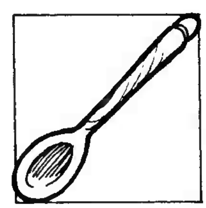
skillet



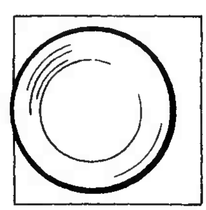
measuring spoons



wooden spoon



plate



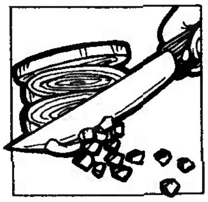
SLOPPY JOES (continued)

Directions:

1. Peel onion.



2. Slice onion and dice.



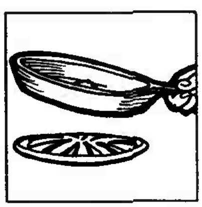
3. Put onion in skillet.



4. Put hamburger in skillet.



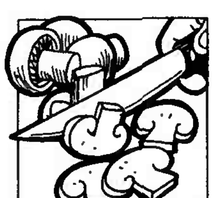
5. Put skillet over medium heat.



6. Stir until meat is brown.



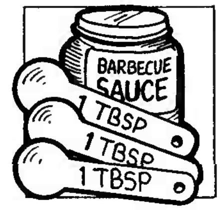
7. Slice 4 mushrooms.



8. Add mushrooms to skillet.



9. Measure 3 tablespoons barbecue sauce into skillet.



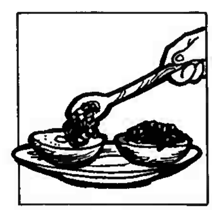
10. Measure 1 tablespoon parsley into skillet.



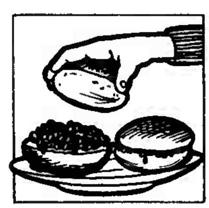
11. Mix well. Cook a minute or two.



12. Put bottom halves of buns on plate. Spoon filling over buns.



13. Top with other halves of buns.

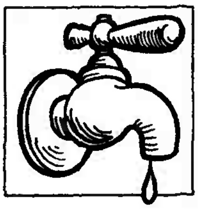


SPAGHETTI AND SAUCE (Used in Lesson XVI)

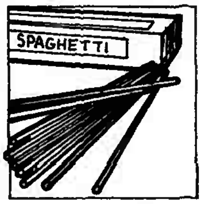
2 servings

Ingredients:

water



4 ounces spaghetti



8 ounces spaghetti sauce

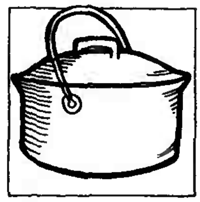


grated Parmesan cheese

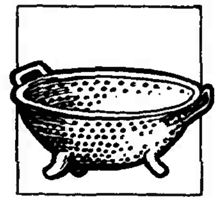


Utensils:

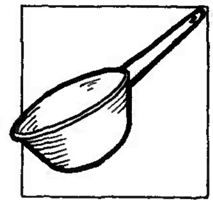
kettle with cover



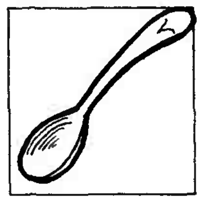
colander



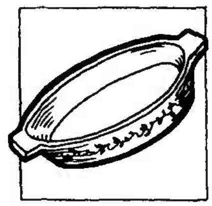
saucepan



spoon



serving dish



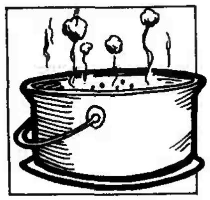
SPAGHETTI AND SAUCE (continued)

Directions:

1. Half fill kettle with water.



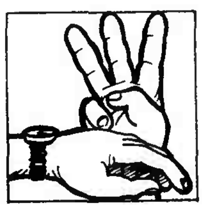
2. Place kettle on high heat. Bring to boil.



3. Add spaghetti.



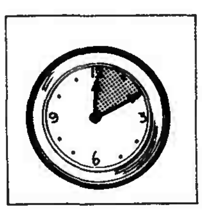
4. Boil 3 minutes. Stir all the time.



5. Cover tightly.



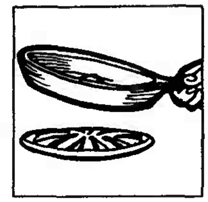
6. Remove from heat. Let stand 10 minutes.



7. Pour spaghetti sauce into sauce-pan.



8. Place saucepan over medium heat.



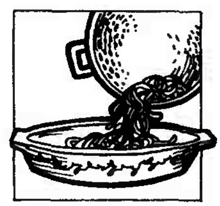
9. Stir every few minutes.



10. Drain spaghetti in colander.



11. Place spaghetti in serving dish.



12. Pour sauce over spaghetti.



13. Sprinkle with Parmesan cheese.

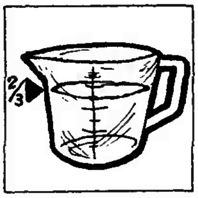


SPANISH RICE (Used in Lesson II)

2 servings

Ingredients:

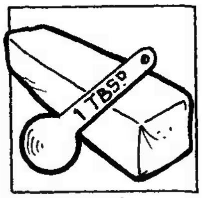
⅔ cup water



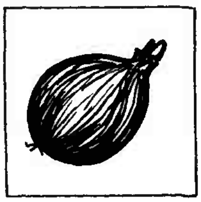
⅓ cup rice



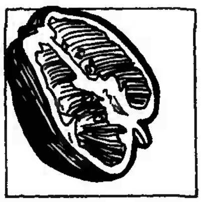
1 tablespoon margarine



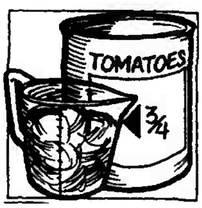
1 small onion



½ green pepper



¾ cup canned tomatoes

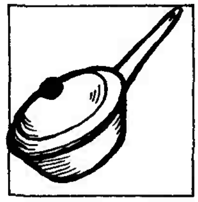


½ teaspoon salt

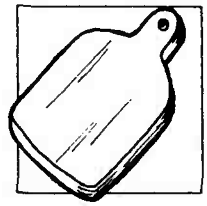


Utensils:

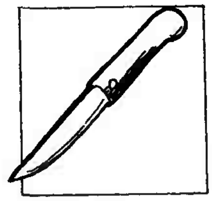
small saucepan with cover



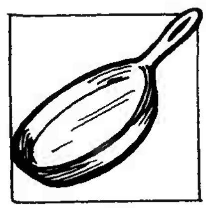
cutting board



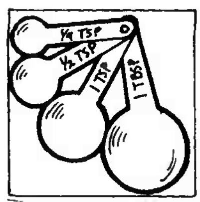
paring knife



skillet



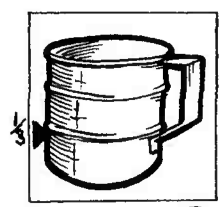
measuring spoons



liquid measuring cup



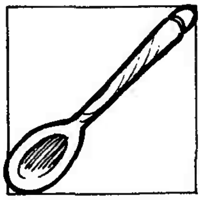
dry measuring cup (⅓ cup)



SPANISH RICE (continued)

Utensils:

wooden spoon

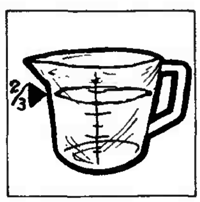


can opener



Directions:

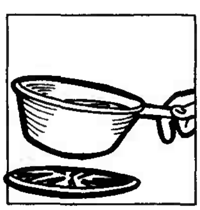
1. Measure $\frac{2}{3}$ cup water into saucepan.



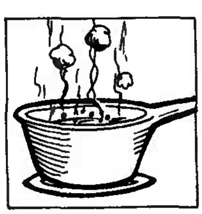
2. Measure $\frac{1}{3}$ cup rice into saucepan.



3. Put saucepan over heat.



4. Heat to a boil.



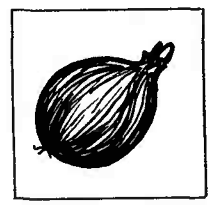
5. Cover saucepan. Turn off heat.



6. Let stand 15 minutes.



7. Peel onion.



8. Slice onion.



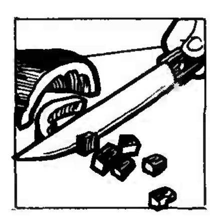
9. Wash green pepper.



10. Cut out seeds and stem. Discard.



11. Chop green pepper.



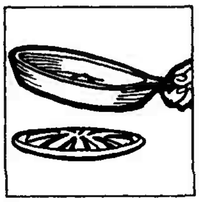
SPANISH RICE (continued)

Directions:

12. Measure 1 table-spoon margarine into skillet.



13. Put skillet over medium heat.



14. Add onion and green pepper to skillet.



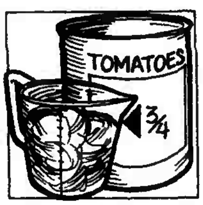
15. Cook and stir until vegetables are done.



16. Open can of tomatoes.



17. Measure $^3/_4$ cup tomatoes into skillet.



18. Measure $^1/_2$ teaspoon salt into skillet.



19. Add rice to skillet.



20. Stir ingredients together.

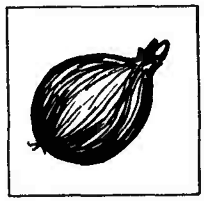


STIR-FRY VEGETABLES (Used in Lesson IV)

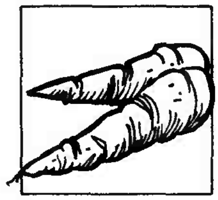
2 servings

Ingredients:

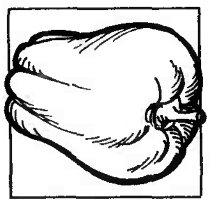
1 medium onion



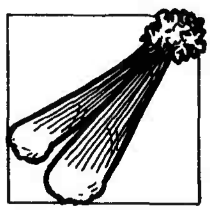
2 carrots



1 green pepper



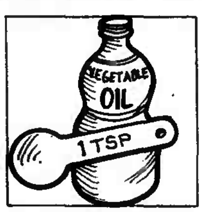
2 stalks celery



1 stem broccoli



1 teaspoon vegetable oil

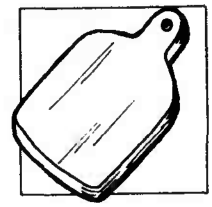


¼ teaspoon basil

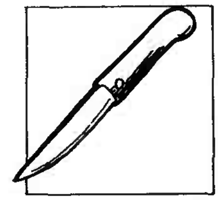


Utensils:

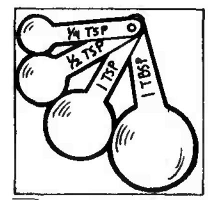
cutting board



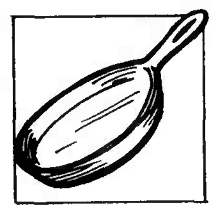
paring knife



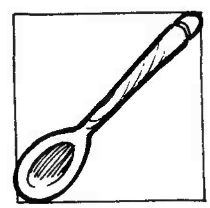
measuring spoons



skillet



wooden spoon



STIR-FRY VEGETABLES (continued)

Directions:

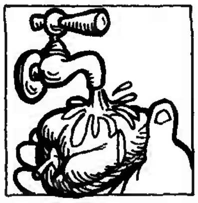
1. Peel onion.



2. Slice onion.



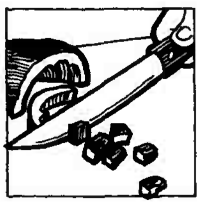
3. Wash green pepper.



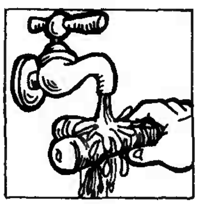
4. Cut out seeds and stem. Discard.



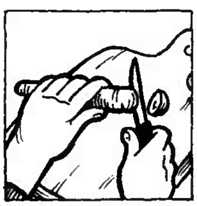
5. Chop green pepper.



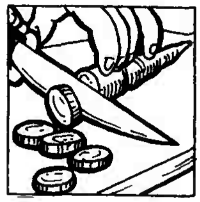
6. Wash carrots.



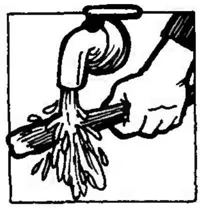
7. Cut off ends. Discard.



8. Slice carrots.



9. Wash celery.



10. Cut off ends. Discard.



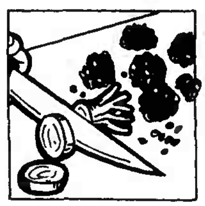
11. Slice celery.



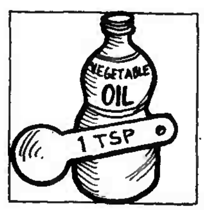
12. Wash broccoli.



13. Cut off broccoli flowers and slice stalk.

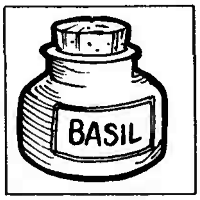


14. Measure 1 teaspoon vegetable oil into skillet.

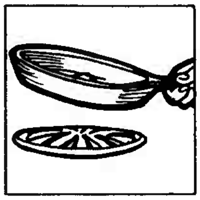


STIR-FRY VEGETABLES (continued)

15. Measure ¼ teaspoon basil into skillet.



16. Put skillet over medium heat.



17. Add vegetables.



18. Stir until bright colored and ready to eat.

